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REPORT

OF

THE SCHOOL COMMITTEE

OF THE

TOWN OF ANDOVER,

FOR THE YEAR

1865-66.



LAWRENCE, MASS:

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REPORT.

In conformity to the School Law of the Commonwealth, the Superintending Committee present to the Town their Annual Report on the condition of the schools for the year ending April 1st, 1866.

SCHOOLS IN THE SOUTH PARISH.

CENTRE DISTRICT.

Amount of money received by the District, \$665.

SENIOR DEPARTMENT.

Teacher, Summer and Winter, MINNIE RUSSELL.

Whole number of scholars, ...	{ Summer, 53. Winter, 35.
Average attendance, ...	{ Summer, 38 5-7 Winter, 31 3-7
Length of School, ...	{ Summer, 4 1-2 months* Winter, 3 "
Wages of teacher per month, ...	{ Summer, \$24.00. Winter, 28.00.
Nember of visitors, ...	{ Summer, 35. Winter, 17.

Three scholars left this school for the Punchard during the Summer Term.

There were seven neither absent nor tardy during the Summer term. Two of them, Willis H. Chandler and Sarah Barnett, have not been absent nor tardy throughout the year. The latter has not been absent nor tardy for three years.

*Twenty days are computed as a month.

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Miss Russell took charge of this school at the beginning of this year, having had but a short experience as a school-teacher. The first term she met with a great many difficulties, but fortunately she was able to hold her place throughout the year. The second term has proved the wisdom of the course which this Committee has always urged, to retain teachers long enough to give them an opportunity to succeed. The examination at the close of the winter term, was a great success. We noticed with much gratification the successful introduction by this teacher, into this school, of the excellent method of recitation practiced in the Punchard School, of which she is a graduate. With longer experience and a conscientious attention to dignity of bearing and speech in the presence of her scholars, this teacher may become one of the best.

INTERMEDIATE DEPARTMENT.

Teacher, ...	{ Summer, L. A. MANN.
	{ Winter, MARY B. RICHARDSON.
Whole number of scholars, . .	{ Summer, 70.
	{ Winter, 50.
Average attendance, -	{ Summer, 58.
	{ Winter, 44.
Length of school, ...	{ Summer, 4½ months.
	{ Winter, 3 "
Wages of teacher per month, . .	{ Summer, \$24.00.
	{ Winter, 28.00.
Number of visitors, ...	{ Summer, 47.
	{ Winter, 33.

During the Summer term there were six in this school neither absent nor tardy; two of whom preserved their character throughout the year, Charles A. Gleason and Louisa Martinez.

We were sorry to lose from this school, at the close of the Summer term, the services of Miss Mann. She had gained the love and esteem of all her schol-

ars, and was making a marked impression on the minds of all who came in contact with her.

Miss Richardson came among us a stranger, and took the school at the beginning of the winter term, under many disadvantages, not the least among which was the fact that this was her first school. A graduate of the Bridgewater Normal School, she exhibited the excellence of the preparation which she had received at that institution. Her success in object teaching was very creditable, and showed the value of the system. We feel it our duty to retain so promising a teacher in town if we can.

PRIMARY DEPARTMENT.

Teacher, Summer and Winter, LAURA M. CHANDLER.

Whole number of scholars, ...	{ Summer, 68.
	{ Winter, 47.
Average attendance, ...	{ Summer, 46.
	{ Winter, 35.
Length of school, ...	{ Summer, 4½ months.
	{ Winter, 3 "
Wages of teacher per month, ...	{ Summer, \$22.00.
	{ Winter, 22.00.
Number of visitors, ...	{ Summer, 61.
	{ Winter, 29.

In this school we find that while only one was not absent nor tardy during the Summer term, and only two during the Winter term, yet no one scholar retained a clear record throughout the year. Two scholars are recorded as not tardy for two years, viz: Carrie Allen and William M. Stickney.

This school has enjoyed the instructions of one teacher during the whole year. It has been, no doubt, much to her advantage that she has been known to the scholars as the sister of their former teacher. Her success has given the Committee and the people of the district great satisfaction. She has done a good work with very few means at hand, and under

great disadvantages, chief among which is the smallness of the room in which she has gathered her school, scarcely larger than a clothing-room ought to be.

PHILLIPS DISTRICT.

Amount of money received by the District, \$350.

Teacher, Summer and Winter, SARAH E. BURTT.

Assistant, EMMA W. INGALS.

Whole number of scholars, ...	{ Summer, 86. Winter, 73.
Average attendance, ...	{ Summer, 64½. Winter, 61.
Length of school, ...	{ Summer, 5½ months. Winter, 3¼ "
Wages of teacher per month, ...	{ Summer, \$29.00. Winter, 31.00.
Wages of assistant " "	{ Summer, 29. Winter, 30.
Number of visitors, ...	{ Summer, 29. Winter, 30.

Two scholars in this school were neither absent nor tardy during the Summer term, one of whom, Frederic Pierson, remained punctual and constant throughout the year. Many, however, fell but little behind-hand. From this school E. F. Calahan was admitted to the Punchard school.

Miss Burttt came to this school a stranger, but retained the school during the whole year, during which time she had full opportunity to achieve success, which she used with great advantage. We are glad to say that in this new and trying field of labor, Miss Burttt has fully sustained the reputation which she had gained in her former schools. We would be sorry to lose so successful a teacher from town.

VILLAGE DISTRICT.

Amount of money received by the District, \$555.

SENIOR DEPARTMENT.

Teacher for Summer and Winter, H. MARIA RICHARDSON.

Whole number of scholars, ...	{ Summer, 39.
	{ Winter, 31.
Average attendance, ...	{ Summer, 25 8-9.
	{ Winter, 27 15-16.
Length of school, ...	{ Summer, 4 months.
	{ Winter, 3 $\frac{1}{2}$ "
Wages of teacher per month, ...	{ Summer, \$26.00.
	{ Winter, 32.00.
Number of visitors, ...	{ Summer, 28.
	{ Winter, 34.

Four of this school have not not been absent nor tardy during the whole year, James A Middleton, George I. Middleton, Edward F. Smart, Dexter F. Abbott. There were thirteen who held this character for punctuality and regularity of attendance during the winter term. More than one-half of the school were found worthy of notice in one or other of these particulars at the close of the Winter term.

Miss Richardson brought with her to this school, at the beginning of the year, the advantages of a long experience. She fully sustained her character, and gave great satisfaction, both to the Committee and the District. In Reading and Spelling this school exhibited commendable advancement. The district was indeed fortunate in being able to secure so good a teacher. The school appeared to good advantage at both examinations.

INTERMEDIATE DEPARTMENT.

Teacher, Summer and Winter, MARY F. MERRILL.

Whole number of scholars, ...	{ Summer, 44.
	{ Winter, 71.
Average attendance, ...	{ Summer, 37.
	{ Winter, 64.
Length of School, ...	{ Summer, 4 months.
	{ Winter, 3 $\frac{1}{2}$ "
Wages of teacher per month, ...	{ Summer, \$22.00.
	{ Winter, 28.00.
Number of visitors, ...	{ Summer, 38.
	{ Winter, 40.

Five scholars in this school were neither absent nor tardy during the Summer term. Of these, four retained their characters for punctuality and regularity throughout the year, viz.: Almena Abbott, Kate Donovan, Mary J. O'Connell, and Delia Abbott. The first three have not been absent nor tardy for four terms, or two years.

Miss Merrill maintained her reputation as an exceedingly happy and successful teacher. We find ourselves still able to report favorably, both of this school and its teacher. This school was overcrowded during the winter term, which made it appear to great disadvantage during the session; but on examination the skill and efficiency of the teacher became evident in having reduced to order and managed to instruct successfully, such a large number of scholars. The singing and the gymnastic exercises of this school were very excellent, showing great skill on the part of the teacher in managing her school. We were glad to see that Miss Merrill used the object system quite largely, teaching children from cards and pictures to considerable extent.

INFANT DEPARTMENT.

Teacher, Summer, CHARLOTTE B. WARDWELL.

Whole number of scholars,		66.
Average attendance,		51 3-5.
Length of school,		4 months.
Wages of teacher per month,		\$20.00.
Number of visitors,		51.

Nine members of this school were not absent nor tardy during the Summer, none of whom, however, attended the Intermediate department during the Winter.

We noticed in this school that there were twenty scholars under the age of five. This is of course a serious drawback to the school. The teacher has also the disadvantage of but one term's actual work

in the school during the year. The experience of the Committee this year under Miss Wardwell has been such as to lead them to think its further maintenance not desirable, unless the future increase of the district should warrant the maintenance of the school throughout the year. If the Grammar School is fully started, there will be in this district, as in the South Centre, but two schools.

SCOTLAND DISTRICT.

Amount of money received by the District, \$250.

Teachers, ...	{ Summer, CARRIE E. EMERSON.
	{ Winter, OTIS CHICKERING.
Whole number of scholars, . . .	{ Summer, 37.
	{ Winter, 32.
Average attendance, ...	{ Summer, 26 1-22.
	{ Winter, 22 1-4.
Length of school, ...	{ Summer, 4 1-2 months.
	{ Winter, 2 3-4 "
Wages of teacher per month, . . .	{ Summer, \$24.00.
	{ Winter, 40.00.
Number of visitors, ...	{ Summer, 35.
	{ Winter, 21.

There were two brothers neither absent nor tardy during the Summer term, one of whom, Joseph P. Morton, remained punctual and constant throughout the year.

The Summer school gave good signs of improvement. The condition of this school has not been altogether satisfactory during the winter. In such cases it is hard to say where the blame belongs. We prefer to say, simply, that many circumstances combined to this result, so that no one was wholly in the fault. No one can be charged with intentional wrong. Perhaps we might say that a change in teachers very seldom works well, even when the new teacher is one of more than ordinary ability.

HOLT DISTRICT.

Amount of money received by the District, \$245.

Teacher, Summer and Winter, Miss LOUISA W. BOUTWELL.

Whole number of scholars, ...	{ Summer, 45.
	{ Winter, 39.
Average attendance, ...	{ Summer, 32½.
	{ Winter, 33¼.
Length of school, ...	{ Summer, 5¼ months.
	{ Winter, 3½ ..
Wages of teacher per month, ...	{ Summer, \$26.00.
	{ Winter, 30.00.
Number of visitors, ...	{ Summer, 36.
	{ Winter, 26.

None have had a clean record throughout the year.

The agent of this District deserves much praise for his care in selecting a teacher so well adapted for the improvement of this school, and in securing her services for the year. By her zeal and fidelity the school was one of continued progress, and its closing examination was highly satisfactory to the Committee, and numerous friends present.

BALLARD VALE DISTRICT.

Amount of money received by the District, \$598.

SENIOR DEPARTMENT.

Teacher, Summer and Winter, Mrs. L. JENNIE BLUNT.

Whole number of scholars, ...	{ Summer, 52.
	{ Winter, 42.
Average attendance, ...	{ Summer, 39.
	{ Winter, 37½.
Length of school, ...	{ Summer, 5 months.
	{ Winter, 2½ ..
Wages of teacher per month, ...	{ Summer, \$28.00
	{ Winter, 28.00.
Number of visitors, ...	{ Summer, 27.
	{ Winter, 20.

None kept a clean record throughout the year.

The same teacher has been employed through the year. She greatly interested herself in the prosperity of the school. As she became acquainted with the habits and attainments of her pupils, she was able to adapt more intelligently her instruction to their wants, and more successfully to train them for life's duties. She sought to establish order by the exercise of wisdom and kindness. Some of her pupils did themselves credit by their example of punctuality, studiousness and good behavior. The closing exercises evinced progress in the various branches studied.

INTERMEDIATE DEPARTMENT.

Teacher, Summer and Winter, Miss ABBIE A. RICHARDSON.

Whole number of scholars, ...	{ Summer, 61.
	{ Winter, 40.
Average attendance, ...	{ Summer, 47.
	{ Winter, 33.
Length of School, ...	{ Summer, 5 months:
	{ Winter, 2½ "
Wages of teacher per month, ...	{ Summer, \$24.00.
	{ Winter, 26.00.
Number of visitors, ...	{ Summer, 32.
	{ Winter, 19.

None kept a clean record throughout the year.

It gives the Committee pleasure to testify to the fidelity and successful effort of the teacher in this department. She was well fitted for her station. She won the affections of her pupils by kindness, and controlled them by firmness, and secured good order, diligent study, and accurate recitations. The interests of education have been well cared for under her administration. The teacher whose best energies are ever directed for the good of our children, merits our unceasing gratitude. Singing was regularly practiced and gymnastic exercises adopted, to the great benefit of the school.

PRIMARY DEPARTMENT.

Teacher, Summer and Winter, Miss SUSIE V. THURSTON.

Whole number of scholars, ...	{ Summer. 101.
	{ Winter, 75.
Average attendance, ...	{ Summer, 69.
	{ Winter, 66.
Length of School, ...	{ Summer, 5 months.
	{ Winter, 2½ "
Wages of teacher per month, ...	{ Summer, \$20.00.
	{ Winter, 20.00.
Nember of visitors.	{ Summer, 29.
	{ Winter, 17.

Freddie Walker was neither absent nor tardy throughout the year.

The Committee deem this department fortunate in its teacher,—one so well adapted to its necessities. With cheerful heart and patience she succeeded in making the large number of children that gathered around her, both happy and contented. Her skill and kindness was successfully employed for their benefit. She breathed their spirit; entered into their wants, and appreciated their feelings, and it was manifest that the children found their happiest hours in the school-room. Their smiling faces and sweet music pleased both the Committee and other friends present at the examination.

SCHOOLS IN THE WEST PARISH.

CENTRE DISTRICT.

Amount of money received by the District, \$275.

Teacher, Summer and Winter, Miss P. ELIZABETH HOLT.

Whole number of scholars, ...	{ Summer, 47.
	{ Winter, 45.
Average attendance, ...	{ Summer, 36½.
	{ Winter, 39.
Length of school, ...	{ Summer, 5 1-10 mths.
	{ Winter, 3½ "
Wages of teacher per month, ...	{ Summer, \$26.00.
	{ Winter, 30.00.
Number of visitors, ...	{ Summer, 24.
	{ Winter, 23.

None preserved a clean record throughout the year.

This school has had one to instruct them during the year, in whom was reposed the utmost confidence, and the teacher, in turn, having a previous acquaintance with the school, knew the habits and dispositions of her pupils, and what methods of instruction were best adapted to forward their improvement. She labored faithfully and conscientiously, as was shown in the candid and impartial manner in which her examinations were conducted; no attempt being made to have the scholars appear to know more than they really did. Pupils were taught the excellent habit of self-reliance, and very decided progress was made in all the branches studied.

FRYE DISTRICT.

Amount of money received by the District, \$444.

SENIOR DEPARTMENT.

Teacher, Summer and Winter, MARY E. MERRILL.

Whole number of scholars, ...	{ Summer, 30.
	{ Winter, 19.
Average attendance, ...	{ Summer, 22.
	{ Winter, 17.
Length of school, ...	{ Summer, 4½ months.
	{ Winter, 2¾ ..
Wages of teacher per month, ...	{ Summer, \$26.00.
	{ Winter, 28.00.
Number of visitors, ...	{ Summer, 36.
	{ Winter, 27.

In this school there were five who were not absent nor tardy during the Summer term, of whom three were thus punctual and constant throughout the year, viz.: Mary A. Burnham, Emma Thompson, Kate M. Poor. This school retained its reputation for punctuality and regularity. In the winter term, nine out of nineteen were neither absent nor tardy, while only three out of the whole nineteen were marked tardy at all, and those, all together, only seven times. Mary A. Burnham has been perfectly constant and punctual for two years.

The teacher of this school, Miss Merrill, though a young teacher, is evidently a very promising one. The examinations at the close of the terms were creditable, both to the scholars and teacher. The Reading and the Arithmetic were of marked excellence.

JUNIOR DEPARTMENT.

Teacher, Summer and Winter, MARY J. ROSS.

Whole number of scholars, ...	{ Summer, 67.
	{ Winter, 45.
Average attendance, ...	{ Summer, 55.
	{ Winter, 41.
Length of school, ...	{ Summer, 4½ mths.
	{ Winter, 2¾ ..
Wages of teacher per month, ...	{ Summer, \$26.00.
	{ Winter, 27.00.
Number of visitors, ...	{ Summer, 38.
	{ Winter, 30.

Seventeen in this school were neither absent nor tardy during the Summer term, and eighteen in the Winter term. Of these, Alice

Donald, Minnie Frye, Maggie Leitch, George Saunders, Carrie Bradshaw, Tommy Madden and Walter Gillispie, seven in number, were thus constant during the whole year. Tommy Madden has preserved a clean record now for two years.

This school still maintains its excellence, and Miss Ross has in no way disappointed our anticipations as expressed last year. She has been, indeed, a very successful and efficient teacher. The inhabitants of the town in this district, have, indeed, good reason to congratulate themselves upon the excellence of their schools.

OSGOOD DISTRICT.

Amount of money received by the District, \$220.

Teacher, Summer and Winter, Miss ABBY WHITEHOUSE.

Whole number of scholars, . . .	{ Summer, 25.
	{ Winter, 20.
Average attendance, -	{ Summer, 20 1-2.
	{ Winter, 18 4-5.
Length of school, ...	{ Summer, 4 1-2 months.
	{ Winter, 3 1-4 "
Wages of teacher per month, . .	{ Summer, \$30.00.
	{ Winter, 30.00.
Number of visitors, ...	{ Summer, 16.
	{ Winter, 18.

Seven were neither absent nor tardy during the Summer term, of which Lillie Bailey alone preserved a clean record for the year.

This school may consider itself fortunate in securing the services for the year, of so thorough and competent a teacher. She at once succeeded in creating a thirst for knowledge, and consequently an interest in their studies, which soon kindled a desire to excel, and this, coupled with the earnest and untiring efforts of the teacher, rendered success the sure result. The order was always excellent, and the

classes were prompt and thorough in all their recitations. Each examination was highly satisfactory to the Committee.

BAILEY DISTRICT.

Amount of money received by the District, \$245.

Teachers, ...	{ Summer, Mrs. LUCRETIA D. NOYES.
	{ Winter, Miss FANNY A. HARDY.
Whole number of scholars, .	{ Summer, 23.
	{ Winter, 31.
Average attendance, . . .	{ Summer, 21½.
	{ Winter, 28½.
Length of school, ...	{ Summer, 4 2-5 months.
	{ Winter, 3 1-4 "
Wages of teacher per month,	{ Summer, \$26.00.
	{ Winter, 28.00.
Number of visitors, ...	{ Summer, 32.
	{ Winter, 30.

None perfect in attendance throughout the year.

The attendance upon this school during the Summer was much smaller than on previous years. Most of the scholars were quite young, but manifested a good share of interest in their school, which generally appeared orderly and well disposed. Some of the classes at the final examination showed evident improvement, especially a class of beginners in Geography, which had made good proficiency. The exercises were interspersed with singing, dialogues, and gymnastics, making a very pleasing exhibition.

The Winter term was taught by Miss Hardy, a resident of the district. This was her first experiment in teaching, and taking all things into consideration, the Committee are of opinion that she has met all reasonable expectations. She appeared much interested in her school, and it was plain that her efforts

were in the right direction, and were attended with a good measure of success. Explanations in Arithmetic were of a high order, and according to the rules laid down in their text books. The closing examination was satisfactory.

ABBOTT DISTRICT.

Amount of money received by the District, \$183.

Teachers, ...	{ Summer, Miss ABBIE M. BAILEY.
	{ Winter, Miss HANNAH R. BAILEY.
Whole number of scholars, .	{ Summer, 8.
	{ Winter, 14.
Average attendance, . . .	{ Summer, $7\frac{1}{2}$.
	{ Winter, 12 4-5.
Length of school, ...	{ Summer, $3\frac{1}{2}$ months.
	{ Winter, 3 "
Wages of teacher per month,	{ Summer, \$24.00.
	{ Winter, 28.00.
Number of visitors, ...	{ Summer, 17.
	{ Winter, 19.

Five neither absent nor tardy during the Summer term, of whom two, Lizzie A. Bailey and Ella F. Bailey kept the same record through the year.

This has been a profitable school during the year, though the smallest in town, the Summer term consisting of but nine scholars, yet it has shown all the life and spirit of larger schools. The instruction was thorough, the scholars seeming to understand the principles and reasons of things in an unusual degree. The deportment of the school at the closing examination was excellent.

The Winter school did not suffer from the change of teachers as is usually the case. The number of scholars was nearly double that of the Summer term, but the good behavior and studious habits of the older

pupils rendered it a very attractive and interesting, as well as profitable school. The line of instruction pursued was nearly the same as that of the former teacher, with equally good results. The Committee deeply regret that through a misunderstanding, they were not able to be present at the examination.

NORTH DISTRICT.

Amount of money received by the District, \$170.

Teachers, ...	{ Summer, MISS MARY DONALD.
	{ Winter, CARRIE E. EMERSON.
Whole number of scholars, . . .	{ Summer, 18.
	{ Winter, 16.
Average attendance, ...	{ Summer, 15.
	{ Winter, 15.
Length of school, ...	{ Summer, 3 3-4 months.
	{ Winter, 3 1-4 "
Wages of teacher per month, . . .	{ Summer, \$24.00.
	{ Winter, 24.00.
Number of visitors, ...	{ Summer, 19.
	{ Winter, 12.

Four were neither absent nor tardy in the Summer term, of whom one, Edward F. Abbott, preserved the same record throughout the year.

Miss Donald's former reputation as a teacher, in this school was fully sustained. The school progressed quietly and pleasantly. The energetic, prompt manner of this teacher was well adapted to urge on the scholars to good advancement. They seemed well to understand the subjects taught, and considerable proficiency was made in reading and spelling. The examination was a pleasant one, and the scholars acquitted themselves with much credit in their studies.

The teacher of the Winter term was one of some experience. But to suppose that a stranger would be

able to make good the place of the former teacher, in a single term, would be more than is reasonable to expect. Miss Emerson was devoted to her school, and labored for its interests. Some of the classes evinced a readiness in recitation which was commendable, showing that the term had been one of profit. The average attendance was very large, being but one less than the whole number.

THE PUNCHARD FREE SCHOOL.

By vote of the State this school stands to this town in the place of a High School. This last year the town has recognized this relation, and has appropriated to this school the sum of five hundred dollars. This money, it was ordered, should be paid to the Trustees of this school, under the order of the School Committee of the town. Accordingly it is no more than right that the statistics of that school should hold a place in this report, the same as if it were the High School, and entirely under the supervision of the town Committee. It is by reason of the omission of these statistics that Andover takes so low a position among her sister towns in the State. This is not fair to Andover, and this vote of the town will enable us to deal fairly in this respect. The statistics of the Punchard School, so far as pertain to the scholars for this town, are as follows:

Amount of money appropriated to Punchard School by the town, \$500.

Amount received from the funds on interest in hands of Trustees, 2400.

Teachers, .	{	Principal.	W. G. GOLDSMITH.	salary,	\$1.200
		1st Assistant,	SARAH J. RICHARDSON,	salary,	550
		2d " "	ABBY J. HERVEY,	salary,	405

Whole number of scholars from South Andover,	{	Summer,	42.
		Fall,	48.
		Winter,	41.

Average attendance from South Andover, .	{	Summer,	41 11-26.
		Fall,	46 11-13.
		Winter,	39 5-7.

Length of school, ...	{	Summer,	2 m. 17 d.
		Fall,	2 " 19 "
		Winter,	2 " 18 "

In this school the following scholars from Andover have been marked as perfect in deportment, not absent, tardy or dismissed throughout the year, viz: Ada B. Chandler, (and of the seven who graduated last year,) Kate A. Findley, Sarah M. Gile, Fannie A. Hardy and Louisa Wardwell; (and of those admitted last fall,) Mary Gray, Sarah E. Holt, Irene S. Wardwell, and Warren G. Abbott. There were ten who bore this character in the Summer, and thirteen in each of the two other terms.

The condition of this school is beyond all praise. It is, in fact, the gem of all our schools in town. What we need, is that its system should give the rule to all our schools, and that the other schools be arranged in regular grades from the Punchard School, so as to allow of no breaks where our children may fall out during their progressive advance from the Primary up to this, the High School of the town.

READING AND SPELLING MATCH.

The fourth reading and spelling match took place in the Town Hall on Wednesday afternoon, October 18th, 1865. The schools, generally, were well represented, and manifested great interest in the exercises. The prospect of the proposed match had developed a great degree of interest in spelling and reading among all the schools in town. This was the first trial of reading for prizes, and was very creditable to those who took a part in it.

The prizes for reading were awarded as follows:

1st Prize. Miss Georgie Walker, Phillips District,
—A Portfolio.

2d Prize. Miss Jane Anna Graves, Frye Village,
Senior Department,—Stereoscope and Views.

3d Prize. Miss Lizzie Abbott, Frye Village, Senior
Department,—Pictures in Switzerland and Spain, two
volumes.

4th Prize. Master Emery Webster, North District,
—Box of Water Colors.

5th Prize. Miss Lizzie Ida Abbott, Scotland Dis-
trict,—Photograph Album.

This last named was the youngest member of the
class.

Prizes for spelling were awarded as follows:

In the class under ten years of age, 1st Prize to Miss Emma Thompson, Frye Village,—Set of Prudy stories—four volumes.

2d Prize. Master John E. Roberts, Holt District,—Paper Cutter.

In the class under twelve years old, 1st Prize to Master Charles C. Towle, Centre District, Senior Department,—Portfolio.

2d Prize. Miss Ella A. Chase, Osgood District,—Inkstand.

In the highest class, open to all comers, of every age, there was but one prize, which was triumphantly carried off by Miss Georgie Walker, of the Phillips District,—A Box of Water Colors.

One of the judges presented a Photograph Album as a gratuity to Miss Lydia Nickerson, of the Osgood District, for her excellent spelling.

The spelling had greatly improved.

The following gentlemen acted as judges for awarding the prizes: A. J. Gould, W. G. Goldsmith, Edward Taylor, Samuel Gray, George M. Poor.

The fifth spelling-match came off at the Town Hall, Friday evening, Feb. 23d. The prizes were awarded as follows:

1st Prize. To the best speller in the class of those under ten years of age, Charles A. Gleason, of the Centre District,—a copy of "The Young Folks" for 1866.

2d Prize. Best under twelve years of age, Ella A. Chase, Osgood District,—Box of Water Colors; value, three dollars.

3d Prize. Best of all ages, Miss Abbie A. Nickerson, Osgood District, two volumes ; value, two dollars and fifty cents.

4th Prize. Best speller and definer, Miss Abbie A. Nickerson, Osgood District, — Illustrated copy of Bunyan's Pilgrim's Progress ; value, five dollars.

Marked improvement in the spelling over all previous occasions was clearly visible.

The judges on this occasion were W. G. Goldsmith, A. J. Gould, Rev. D. C. Litchfield, George M. Poor.

It is a matter of regret that we are in danger of losing from the town so public spirited a citizen as the one who has thus far borne all the burden for the prizes for spelling ; and this, especially, as no provision has been made to continue the custom of offering these prizes after the withdrawal of Mr. Warren F. Draper. In a communication to the Committee Mr. Draper says : "I think it probable that I will offer for a spelling-match next winter if I should remain in town." We would suggest the propriety of a Public School Festival every year, to be held on Washington's Birth-day, whose exercises shall embrace spelling and reading-matches. Can we not hear some one say, "Here is the money for so good and patriotic a purpose?" How can we better celebrate the memory of the Father of his Country?

We are glad to report that, with perhaps one or two exceptions, all the schools in town have made very commendable progress during the past year. The teachers have remained through the entire year

without change, in most of the districts. The interest in the schools has greatly increased until it has at last culminated in the vote passed at the April Town Meeting to abolish the school district system, and adopt the municipal system in the management of the public schools. This was much more than the Committee expected, and has thrown a much heavier burden upon their shoulders than they desire to bear alone. The Committee was, therefore, well pleased, when, on the request of its Chairman, the town appointed a Special Committee to examine and report on the condition and fitness of the school-houses for the purpose for which they were used, and to suggest such changes in both the houses and apparatus as they may deem best. This Committee was appointed at the adjourned meeting in April, and has greatly simplified the work of the School Committee.

By this change of the school system the School Committee are now vested with the necessary powers for the grading of the schools, and to make such general regulations as may introduce system into the whole school work of the town. We have therefore thought that we could in no better way conclude our report and set forth the practical advantages to be derived from the change which has been made, than by commencing a code of regulations for the government of the schools in the town of Andover. We shall herewith now print those, only, which are of most pressing necessity. Others will be published as time gives us opportunity to digest them, and experience determines their best form.

School Regulations of the Town of Andover.

I. The metes and bounds of the districts, now abolished, shall be retained as a convenient guide in the arrangement of the schools, and their distribution in all parts of the town.

II. (1.) There shall be four grades of schools in the Town of Andover, viz.: Primary, Intermediate, Grammar, and the High Schools.

(2.) If in any district or districts this classification of schools is found impracticable, the schools otherwise constituted shall be called Mixed Schools.

(3.) The studies for which provision shall be made in the Mixed schools shall be such as are embraced in the limits of the course marked out for all the schools of all the grades provided for in the town.

III. (1.) There shall be a Mixed school in each of the following districts, as heretofore, viz.: The Scotland, the Holt, the West Centre, the Osgood, the Bailey, the Abbott, and the North District.

(2.) In any vote equalizing the salaries of the teachers throughout the town, the teachers in these schools shall receive the same salary with the highest in any of the district schools.

(3.) In the Frye District the schools shall be divided into two departments, called the Senior and the Junior, as heretofore.

IV. There shall be a Primary and an Intermediate School in each of the remaining Districts, viz.: South Centre, the Village, the Phillips, and the Ballardvale. In the Phillips District and in all the Districts these schools may be united under one teacher, with such assistants as the circumstances of the school may demand.

V. (1.) There shall be two Grammar Schools in the town, one located in the Centre District and called the Central Grammar School of the town, and the other located at Ballard Vale and called the Ballard Vale Grammar School.

(2.) Promotions shall be made to the Central Grammar School from the Intermediate schools in the South Centre, the Phillips, and the Village District, and to the Ballard Vale Grammar School from the Intermediate School in that district alone.

(3.) These Grammar Schools shall also open for the reception of scholars from all the Districts in the town, subject to the direction of the School Committee, provided that those who apply shall show themselves qualified, as hereinafter required.

(4.) No scholars resident in one district shall attend any Mixed, Primary or Intermediate school in any other district, except by permission of the Committee for good reason.

VI. (1.) The High School.

The Punchard Free School (in accordance with the

law of the Commonwealth, specially provided in the case of the town of Andover,) is hereby recognized as, and declared to be the High School of the town of Andover.

(2.) The rules and regulations of the Punchard Free School are declared to be, so far as they are applicable, the rules and regulations of all the public schools of the town of Andover.

VII. (1.) At each annual meeting of the School Committee, the schools shall be divided among the members of the School Committee, whose duty it shall be, each of them, to act the part of Special Visiting and Prudential Committee in regard to those schools committed to his care, provided that the Committee appointed to look in upon the High School shall assume no authority as from this Committee, but shall act only as the medium of correspondence between this Committee and the Visiting Committee of the school appointed by the Board of Trustees for the Punchard School.

(2.) Each Committee shall visit each school committed to his care within two weeks from the beginning of each term, and shall provide that at least one member of the School Committee shall be present at the close of each term in such school. He shall provide all necessary utensils and fuel for the school, and attend to all those duties heretofore performed by the Prudential Committee of the District. He shall also have a right to appoint a janitor or janitors for the schools under his care.

(3.) All the members of the School Committee

shall be present at the close of the year. The examinations and the closing of the terms shall be arranged by the chairman of the Committee so as to allow of this arrangement to be carried out; also so as to equalize the length of the terms in all the district schools throughout the town.

(4.) All moneys from funds or other sources, contributed to lengthen out the schools shall be passed into the hands of the visiting Committee for the particular schools designed to be benefitted, who shall be held responsible for the application of the same to the purpose specified, it being understood that the schools thus benefitted shall be continued so much longer than the other schools in the town as the amount of the money contributed will allow.

VIII. (1.) The regular promotions from the various schools below the Grammar Schools may be made by the member or members of the School Committee present at the close of any term examination, on the nomination of the teacher of the school for which the promotion is made. Promotions out of regular course may be made by the teachers of the Intermediate and Primary Schools, to the Grammar and Intermediate Schools, on consultation with the Visiting Committee, and with the teacher of the Grammar School, provided that the scholar so promoted shall have proved himself or herself worthy of promotion and appears capable of doing the work of the school to which he or she is promoted.

(2.) All scholars to be admitted to the Central Grammar School must give satisfactory evidence of the fact that they are at least ten years of age; shall

be able to read fluently in easy prose from the highest reader appointed to be used in the schools below, and to spell common words of at least three syllables. They must be able to write out sentences in a legible hand. They must pass a satisfactory examination in Colburn's Mental Arithmetic as far as section four, and in Eaton's Arithmetic as far as to vulgar fractions. They are particularly required to be familiar with the several addition, subtraction, division and multiplication tables, and to read and write with promptness Arabic numbers containing eight figures. They must have obtained a general knowledge of the geography of the world, and of the United States, such as would be acquired by having studied through Colton's and Fitch's Primary, and in their Introductory Geography as far as to Mexico. They must have obtained a knowledge of Grammar, at least so far as to be able to select the various parts of speech in any common prose sentence.

(3.) In the various promotions, particular reference shall be had to the behavior and deportment of the scholars; and the hope of promotion shall be used by the teacher as a constant incentive to good conduct, and to increased diligence in their studies.

(4.) In the Frye and the Ballard Vale districts such a division of the schools shall be made as shall equalize, as far as possible, the work to be done in the several schools of those districts.

IX. The school books to be used in the several Grammar, Intermediate and Primary Schools shall be the same as heretofore in use in the schools, except

as additional books may be required in the Grammar School.

X. The examinations of the candidates for teachers shall be held as often, at least, as once a year, as follows:

(1.) Public notice shall be given in the local paper and papers, to all teachers resident in the town of Andover, who wish to be considered candidates for teachers, inviting them to be present at the time appointed.

(2.) Private notice to the same effect shall also be given to any teachers, who, from out of town, have signified during the year, their desire to teach in Andover, and who shall have replied satisfactorily to questions addressed to them in writing from this Committee.

(3.) The day appointed for the examination having arrived, the examination of those present shall be chiefly a written examination. But an oral examination shall be added, together with reading by the several candidates in turn.

(4.) From those thus examined the number of teachers specified in the notice originally given shall be selected, who shall be placed in the schools at the discretion of the Committee, as vacancies may occur in positions which they may be willing to accept.

(5.) Other examinations may be had to supply vacancies, if, during the year there remains none of the approved teachers unemployed, or desirous of employment in the schools.

XI. (1.) So far as possible teachers shall be employed by the year, at a salary to be increased at

the discretion of the Committee, and they are not to be discharged or changed so long as they perform their duties with fidelity and efficiency, to the satisfaction of the Committee, unless upon their own resignation.

(2.) The salaries in the corresponding grades of schools shall be equalized throughout all the districts of the town, as nearly as possible.

CONCLUDING REMARKS.

It will be seen, on a careful inspection of the foregoing rules and regulations, that they aim at no serious change in the schools except such as is necessary in consequence of the formation of the Grammar Schools. They are, as yet, exceedingly imperfect, and will need, no doubt, change and further adaptation.

In respect to the delicate matter of hiring the teachers, we have provided a rule which we shall observe hereafter. But for the starting point we have retained and appointed to the several schools in the town, those teachers who have been hired in the schools heretofore, and who have served faithfully to the satisfaction of the Committee, or who have been recommended by the former Prudential Committee of the district, and whom, by the changes in the schools which have been made, would have been dropped but whom we desire to retain for their excellence as teachers.

Trusting that our labors will be received with a charitable construction, we now send forth, as we trust, our last report under the old regime, looking forward

not without great hope for the future of the schools of Andover; yet with considerable anxiety lest we fail of our duty or of the expectations of the friends of the schools, in making the most of the powers placed in our hands. *Festina lente* (hasten slowly) is to be our motto, and we shall make no change but by trying to secure all the good of the old system, and to avoid all the risks of a violent revolution.

If we can escape one-half the fears of the enemies of the change now made, and can realize one-half of the hopes of its friends, we shall be happy.

BENJ. B. BABBITT,	} COMMITTEE.
H. S. GREENE,	
SAM'L H. BOUTWELL.	

ADMISSIONS TO THE CENTRAL GRAMMAR SCHOOL.

SOUTH CENTRE DISTRICT.

Mary Clarke,	Charles Dearborn.
Mineta Duell.	Nelson Wardwell.
Clara Locke.	Frank White.
Laura Pasho.	Frank Worthley.
Emma Shannon.	John Reagan.
Lizzie Barnett.	Samuel Locke.
Hannah Bixby.	Howard Hatch.

PHILLIP'S DISTRICT.

Mary Abbott.	William Hackett.
Luella Cummings.	George Kingman.
Minnie Defrees.	Freddie Lemon.
Emma Ingalls.	Richard Murphy.
Ida Parker.	Charles Richards.
Emma Ray.	William Richardson.
Lizzie Upton.	George Boireau.
William Defrees.	Emma L. Parker.
Thaddeus Defrees.	Ella S. Jenkins.

VILLAGE DISTRICT.

James A. Middleton.	Fred B. Abbott.
Eva F. Abbott.	Adelaine Clark.
Ella F. Merrill.	Ella Clark.
Susan H. Smith.	Alexander Bruce.
George Saunders.	

All the schools will begin this year on Monday, April 30th. The scholars admitted to the Grammar School will meet at the Town Hall at nine o'clock, A. M., on that day.

R E P O R T

OF THE

SCHOOL COMMITTEE

OF THE

TOWN OF ANDOVER,

FOR THE YEAR

1866-'67.



LAWRENCE:

PRINTED BY GEO. S. MERRILL & COMPANY.

NO. 120 ESSEX STREET.

1867.

TO THE PEOPLE OF ANDOVER.

The schools having closed their operations for the year, it becomes the duty of the School Committee to make an official statement of their condition. They, therefore, respectfully submit the following

REPORT.

They would heartily congratulate the town upon the measure of success which has attended upon the exertions of the friends of education during the past year, and upon final issue of the effort, to them so unexpectedly triumphant, to put the schools in Andover on the right basis, and also upon the vote to raise \$5500, the coming year, for the schools.

The action of the town has been so important, and has involved so many important principles, that we have thought it best, this year, to give a complete history of what has been done, as well as to change the usual form of the Report.

This year has been an extremely important one in the history of the public schools of Andover. It has been one of great anxiety to the Committee, and has imposed upon them an unusual amount of responsibility as well as of labor.

CHANGE OF SYSTEM.

At the close of the report made last year, we referred, with considerable satisfaction, to the action of the town, at its March meeting, by which the school districts were abolished, and the municipal system was adopted for the future management of the schools of Andover. The action by which this result was reached, is as follows :—

In the meeting held March 5th, 1866, under the following Article 10th of the warrant:—"To see if the town will abolish the school district system," it was voted "To abolish the school district system," by a vote of 75 nays to 85 yeas. A reconsideration of the vote was then moved, and it passed. The opponents pressed another vote. The second vote stood, yeas 94, nays 83, to abolish the school district system.

It was afterwards voted that the Selectmen be a committee to carry out the vote of the town to abolish the school district system, and to take all such action as is necessary to comply with the law made and provided in such cases; and it was also voted at the adjourned meeting held April 2d. "That Francis Cogswell, Peter Smith, Nathaniel P. Berry, Perry M. Jefferson, Samuel Gray, and B. F. Thompson, be a committee of six to consult with the School Committee and Selectmen on appraising school property."

It was also voted that the School Committee be allowed two hundred dollars to pay the contingent expenses of the schools.

In accordance with the tenor of these votes, the Selectmen of the town took possession of the school property of the several districts, and transferred the same to the care of the School Committee, addressing to the several clerks of the districts a note, of one of which the following is a copy.

To ——— Clerk of Centre School District, South Parish, Andover :—

SIR:—At a legal town meeting held in the Town-house in said Andover, March 5th, 1866, the town voted to abolish the School Districts therein, and instructed the Selectmen to take possession of the property in said Districts, in accordance with a law of the Commonwealth.

In compliance with said vote, we hereby notify you that we now take possession of the property of said District in behalf of the town,

and that the Superintending School Committee now have charge of all the School-houses in said town.

We also request you to furnish us, on or before the 16th inst., with a schedule of the property and liabilities of said District, together with such records and documents as may render assistance in adjusting the matter in accordance with said vote.

WM. S. JENKINS, } Selectmen
JOHN B. ABBOTT, } of
HERMAN PHELPS, } Andover.

ANDOVER, March 6th, 1866.

The committee of six, which had been appointed by the town, also visited several of the school-houses, so as to report upon their condition and value, preparatory to recommending their repair or rebuilding, that so the Selectmen might estimate more readily their real value as school property.

At this point in the proceedings, however, all further action was suspended. A special meeting of the town had been called, with the following articles in the warrant:—

ART. 4th. To see whether the town will adopt the school district system or the town system in the management of the schools.

ART. 5th. To define the school districts into which the town shall be divided.

ART. 6th. To see what measures the town will adopt for the establishment and support of a Grammar School therein, on petition of Jacob Chickering and others.

ART. 7th. To see if the town will assume the debts of the several school districts, or raise money to pay the same this year.

ART. 8th. To see if the town will instruct the Assessors in relation to assessing the taxes for the payment on the several district property.

Under Article 4th it was voted to adopt the school district system by a vote of yeas 96, nays 73.

Under Article 5th it was voted to consolidate the Phillips, Centre and Village Districts, and to let all the other school lines remain as heretofore.

Under Article 6th it was voted to leave the Grammar School to the School Committee and the Selectmen.

It was voted to pass over the other articles.

This action of the special town meeting the School

Committee have ignored during the past year, as being both practically and legally void. The following reasons led them to pursue this course:—

1st. It will be observed that this second action did not rescind the original vote passed at the March meeting, but left that vote, and consequently all action which had been taken under that vote, in full force.

2d. The previous action of the town at the March meeting had vested in the School Committee a trust upon which they had entered in good faith. In accordance with the tenor of that vote, they had published a code of by-laws for the schools of Andover, containing many provisions, especially with respect to the hiring of the teachers, which were totally inconsistent with the maintenance of the district system, one of which was that the teachers “shall be employed by the year, at a salary to be increased at the discretion of the Committee, and they are not to be discharged or changed so long as they perform their duties with fidelity and efficiency, to the satisfaction of the Committee, unless upon their own resignation.” Before the action of the town meeting, held April 30th, had been reached, the teachers had all been hired under the by-laws, and the schools had been set in full operation. Thus new duties, and new rights, and new obligations, had been created, under the action of the town, and in consequence of that action, by virtue of the legal action of the School Committee, who, relying upon the vote of the town, had acted in good faith.

But, 3d. It is provided in the Statutes of Massachusetts, “That towns shall not be districted oftener than once in ten years, from the second day of May,

1849, so as to change the taxation of lands from one district to another having a different school-house." The principle of this law is, that when land has been taxed for the support of one school-house, in one part of the town, it shall not, within the time specified, be taxed on account of a school-house in another part of the same town. A tax of two hundred dollars was laid upon the whole town, at the April meeting, and by virtue of that action, all the property of the town was taxed for all the school-houses. This had been done by virtue of the action of the town abolishing the districts in March ; in the latter part of April it was attempted to district the town again, so as to tax the property in the several districts for the several school-houses located in those districts. This the Attorney General has declared to be illegal.

Finally, the action of the town at the special meeting was of no practical force whatsoever. It did not rescind former action ; it was not complete in that it did not provide for a committee to run the district lines, nor did it receive the hearty co-operation of the districts themselves ; for, although it requires only the request of three legal voters to demand of the Selectmen a warrant for a legal meeting of any district for organization, yet no attempt was made to call such a meeting.

For these reasons, the School Committee have ignored the action of the town, at its special meeting, as both illegal and without practical effect. It is, however, worthy of notice, that we have been forced to thus ignore this illegal action, since its passage, only in three particulars, viz.: In providing for a

Grammar School for the whole town, and admitting thereto scholars claiming admission from districts outside the proposed centre district. Secondly, by allowing scholars from one district, when desiring it, to attend school in another district. Thirdly, in providing for the school property, which they still retain under their control.

The action of the town, which attempted to unite the three centre districts, offered an opportunity for the establishment of a Grammar School, for the benefit of this united district, even if the district system should be restored, but excluded scholars from all other parts of the town from its privileges, so that if this action had been rescinded, as was afterwards proposed, the Grammar School could have been provided only for one district, or in other words, for want of sufficient scholars in any one district, it would have been closed.

The action of the town at another special town meeting, indefinitely postponing all propositions looking to the retention of the district system in town, by an almost unanimous vote, showed the fact clearly that the people had come to the settled conviction that it is best to recognize the original action of the March and April town meeting as still in force, and to regard all other action as illegal. This conclusion of the town is shown to be eminently wise by a recent decision of the Supreme Court, in a case that arose in the town of North Wrentham.

That town voted, in March last, as Andover did, but with this exception : that it provided that its vote to abolish the district system should not take effect

until the September following. In the meanwhile, a special town meeting rescinded this vote.

The Supreme Court decided that "until" the time specified in the vote, the action was "executory," that is, it was an action to be performed or executed at some future period, "and might be rescinded," thereby implying that after the time when the action had taken effect, it could not be rescinded.

The opinion of the Attorney General of the State was to the same effect, and has been given to the Secretary of the Board of Education, as follows:—

"That when a town abolishes its school districts, it makes such a change as under our statutes cannot be made oftener than once in ten years. Consequently, if a town has once abolished its districts, it can not, in my judgment, restore them until the close of a new decade. After a town has voted to abolish its school districts, the vote takes effect immediately, the school district property vests thereby in the town, and I think at a subsequent meeting, such a vote cannot be reconsidered so as to re-establish the school district system until a new ten years had passed."

But, if the Committee needed any thing further to establish them in the confidence that their action has been right, the action of the March meeting, this year, is sufficient.

The previous vote of the town had left the school property in a most unfortunate position. The town had passed the vote requiring the Selectmen to proceed according to law, but had omitted to make a provision, which, under a recently enacted law, was required.

That law passed in 1860, reads as follows:—

“The tax to pay the amount of the appraisal of the property of the school districts may be levied upon the town, either in one or more assessments, at either or each of the next three annual assessments after the appraisal of the property as the town may determine.”

Unfortunately, the mover of the resolution appointing the Selectmen a committee to carry out the action of the town, at the March meeting, failed to see this recent act of the Legislature, and provide accordingly in the vote which was offered and passed, so that when the Selectmen were left in a state of indecision by the action of the special town meeting, held April 30th, they resolved to do nothing further until further action could be had by the town, at their annual meeting in March, now just held.

At this meeting, therefore, there was had a full discussion of the position in which the school property had been placed under the following articles in the warrant.

ARTICLE 12th. To see what action the town will take in reference to the school district property taken possession of by the Selectmen, under the vote of the town passed at the town meeting, March 5th, 1866.

ART. 13th. To see what sum or sums of money the town will raise for the repair and improvement of the school property, and for the incidental repairs of the school-houses.

ART. 14th. To provide for the Central Grammar School.

There was passed the following vote at this meeting:—

Voted. That the Selectmen having, in the name of the town, taken possession of the school property formerly belonging to the districts, which were abolished by vote of the town passed last March, shall now within two years from this March meeting, complete all such taxation and other arrangements as the law directs and provides for in such cases.

This action, therefore, has finished up all that is necessary to be done by the town to perfect the

change from the district system to the town system.

SCHOOL-HOUSES.

The question now is determined, and the die is cast. We must go on now and perfect the school system of the town of Andover, with a liberality that shall yet avoid all useless extravagance.

There is needed, therefore, first, some definite action that shall meet the present liabilities of the old school districts, and settle up their accounts; and second, some simple and clear plan of action as to the future management of the school property. The liabilities of the districts, so far as they have been acknowledged, amount to about \$3000, and there are outstanding claims amounting to about \$1000 more.

The position of the school property at Ballardvale is involved in some doubt, by the fact that it is not and has never been wholly occupied as a school-house, so that it is very uncertain whether it has ever been legally held for school purposes by the district, or whether it has been legally transferred to the town, or whether the district can sell the building and give a good and sufficient title. There is a liability honestly resting upon the district, not secured by any mortgage on the building, but by the personal pledge of individuals, who signed the notes on which the money was raised to pay for the erection of the school building.

Though this building has never yet been used wholly for school purposes, yet it is none too large for that purpose, if reference be had to the probable growth of the village of Ballardvale. The committee of six, with the School Committee appointed

last year in March, visited this school-house and recommended to the Selectmen that the whole property be taken by the town, and for the present that it be used as heretofore, looking finally to its being fully occupied by the schools of that rapidly increasing village. In this way the title may be cleared up, by the town extinguishing all claims of any persons who hold obligations to pay the notes before referred to. If, when the town has obtained undisputed possession of the property, it be thought best to sell the same, then that may be done. But the Committee believed that no better building could now be erected, or purchased, large enough to meet the increasing wants of the district, for the sum necessary to put the town in full possession of this building, and to put the same in order.

The Committee visited, also, the school-houses in the Osgood, the Bailey, and the Holt Districts. Respecting the first and second of these, they were unanimous in the opinion that they were unfit for the purposes of the schools, and that new school-houses ought to be erected immediately, while respecting the latter, so long as the people of the District were satisfied, it might be repaired so as to meet the necessities of the school for the present.

The other school-houses all need thorough repair. Paint, whitewash, plastering, shingles, blinds, doors, windows, and out-houses, are all in a bad condition, demanding instant attention. There is hardly a school-house in town but it requires somewhat in almost all these particulars. The wells of water and pumps which are in the yards of several of these school-houses, need cleaning and repairing; they are all unfit for use.

Besides these particulars of the school-houses themselves, there is a miserable deficiency in the apparatus of the schools. The black-boards are universally out of repair. Few only of the schools have a proper supply of maps and charts, and not one of the districts is supplied with a globe that can be mounted. Many of the stoves are unable to stand alone, and the stove pipes are, for the most part, scarcely able to maintain their horizontal or perpendicular positions.

Moreover, it is plain, if these matters are to be set right, the town must do it now, or be forced, by and by, to incur a much greater expense through a further depreciation of its school property. But if what is to be done must be done now, it is plain that to do it and tax the whole expense now upon the town, would be to fearfully increase the tax of the town for this and next year. At least two new school-houses, together with paint, plaster, shingles, and apparatus, for all these other schools, would demand a heavy outlay.

Finally, if we consider how the town will be left at the mercy of these school districts, each of which will imperatively demand some outlay, and will now be clamorous in the expression of its own wants, seeing that they can enforce their claims in a court of law, and also that they will be constantly laboring to secure all they can, each working for its own special benefit, it is plain that the town ought to take such action as shall liberally meet all present necessities or future contingencies, and so forestall all improper action.

The several objects, therefore, which are to be secured, are,—

1st. The instant relief of the pressing necessities of each district.

2d. The equalization of the provisions that shall be made in the several portions of the town, according to some general plan, so that a similar school-house and apparatus shall be found within the reach of all the people in all parts of the town.

3d. The extension over several years of the burden which shall be imposed by the immediate outlay needed.

4th. The arrangement of such checks on the expenditure of money as shall keep the outlay so far within control of the town as will be consistent with the attainment of the above desired objects.

To this end a series of votes was prepared and referred to the School Committee and the Selectmen at the March meeting of this year, to report, at the adjourned meeting, such action on the same, or such amendments thereof, as will be legally valid, and sufficient to secure the above mentioned objects.

HIRING TEACHERS.

On the entrance of your Committee upon their advanced sphere of duties, according to the vote of the last March meeting before referred to, we found the task somewhat simplified and made easy by the declared principle of our own regulation, not to discharge teachers who were performing their duties in a manner satisfactory to us. “To swap horses” crossing a stream, seemed peculiarly imprudent in our case, especially as the prime object, as stated in our

proposal for a change of the school system in town, was to secure permanence in the connection existing between teacher and scholar. We therefore determined to make as few changes as possible among the teachers, where they were satisfactorily settled. Taking up the thread where the Prudential Committee had dropped it, we therefore engaged all those teachers whom they had hired, to serve us also, under the School Regulations which we had passed and published in our last report. So far as we have engaged teachers anew for the year, we have hired, also, with one exception, only those who have hitherto served with acceptance in our schools, under the old regimen.

There were several vacancies to be filled. The first was the supply of the Grammar School. This we decided should be done by special agreement with some person whom we should be able to secure for this purpose, and should think qualified for it. The importance of securing a first class teacher for this position, gave us no little anxiety; for the competition to secure a teacher in this department is always very great. We found it was impossible to obtain a competent teacher for less than the price which we have given, viz.: \$450; a price that is no higher than first or second assistant in the schools of Lawrence, and even in our own Punchard school, in town, either of which positions is of much lower responsibility. After considerable correspondence, we became satisfied that we could not do better than to secure the services of Miss Mary B. Richardson, whom we knew well and favorably as a successful teacher in the intermediate department in the Centre district of this

town; and that especially, because in hiring her we still adhered to our general resolution for this year, not to go outside the corps of tried teachers, and who were already serving faithfully in the schools, and who had been hired under the old system. Our choice has, from the first, been the cause of much satisfaction.

An examination to fill the other vacancies was then determined on. This examination was held, and the following persons selected as fit to serve in our schools, the applications of some others being rejected:—

Abbie M. Bailey, C. A. Findley, Abbie R. Worthley, Charlotte Abbott, Belle H. Tolman, M. F. Brown, Jane M. Gibbs, Fannie Hardy, Julia Brown, L. J. Davis, Hannah B. Abbott.

Of these we engaged Miss Findley for the Phillips school, who was the only one hired for the year who had not served in town heretofore. She came, however, highly recommended from the School Committee in Tewksbury, and is a graduate of the Punchard school. Miss Julia Brown was engaged as a teacher well and favorably known to the Committee in past years, and has served this year in a manner to sustain her previous reputation. On the resignation of Miss Hannah R. Bailey, in Abbott district, at the end of summer term, Miss Fannie Hardy, also a teacher who had seen some service in town, was hired to supply the vacancy. On the resignation of Miss Clough as teacher of the Village district, Miss Abbie R. Worthley was engaged to supply her place, she being the only inexperienced teacher hired throughout the year. Her success in a most difficult

position, gives promise of her becoming, in the end, a most excellent teacher. Miss Hannah B. Abbott took the place of Miss Mary F. Merrill for a few weeks, while the latter was forced to leave the school.

Schools were offered to Miss Bailey and Miss Charlotte Abbott, but were declined. It will, however, be necessary, under our by-laws, to hold another examination of teachers this year, so as to secure a certain number to fill vacancies as last year; it being understood that from among those selected this year, and those also selected last year, the Committee will choose such as are to serve the coming year, whenever vacancies may arise.

In the appointment of teachers thus far, residence in town has been a leading recommendation after the question of qualification has been determined. It is, on the whole, the safer rule thus to secure the permanence of the teacher's relation, than to go abroad for better teachers, seeing that we are unable to enter the market and compete with other towns in the State. We thus dwell upon the importance of this permanence of the teacher's relations, because it is our experience that change is sure to entail on the school a loss of some weeks, if not of the whole first term of service of the new teacher; an evil which is so seldom remedied by any improvement that may be secured under the new teacher, as to make any change of doubtful utility, if it have simply for its object to attain such improvement.

The policy of the school district system is necessarily to declare and make vacant all the schools in town at the end of each term or year, and hire anew. Besides the distractions which the School Committee

would suffer if they should do this now, the evils which would arise from destroying all encouragement in the teachers to do their best that they may retain the school which they have successfully taught, would prove fatal to any successful management of the charge committed to them. It is to be hoped, therefore, that the School Committee will abide by the school regulations which they have made, and hire the teachers hereafter as is the usual custom under the municipal system, by the year, and keep them during the time that they shall serve satisfactorily to the Committee.

If the young ladies of Andover, who look forward to serving as teachers in our public schools, would only strive to qualify themselves for the position with that thoroughness for which the State has made ample provision, there could never be any need, as in reality there is no desire, to go out of town for teachers.

We can say of the teachers, that during the past year they have given general satisfaction to both the Committee and the districts, with very few exceptions. So far as the Committee are concerned, we would not desire, (and that for the reason above stated,) to make any change looking to any possible improvement. The schools have been served with efficiency and energy by all the teachers.

SCHOOL REGULATIONS.

During the past year the Committee have passed several new school regulations, intended to take the place of Art. IX: "School Books—Grade and Course

of Study." These regulations are to be found appended to this report. All of these regulations are made obligatory on the Committee and on the schools, as part of the "School Regulations" of the town, till repealed by the Committee; and this has been done by the action of the Committee, both last year and this year.

SCHOOL BOOKS.

The list of books here published is more complete than any list ever published heretofore in Andover, and that chiefly because it comprises a list of the books used in the Punchard School.

But we have made some changes among these books. First, with regard to Arithmetics: We have adopted Eaton's course of Arithmetics throughout, instead of mingling with it, as hitherto, other books of Colburn's, Greenleaf's and Emerson's series. In this way we secure more unity in the course, and where there have been, hitherto, three books usually studied, viz.: Emerson's and Greenleaf's Primary, with Colburn's Intellectual, we have now simply Eaton's Primary and Eaton's Intellectual Arithmetics.

Still further, we have changed the Grammar, or rather we have educed order out of disorder; for there were in the schools, Towne's, Wells', Weld's, and Greene's Grammars, each with its peculiar method and rules. So as to conform our system to that marked out in the Punchard School, we have adopted Greene's Grammars. Beyond this we have made no changes, except to introduce Quackenbos's United States History, and Potter & Hammond's

Book-keeping, providing thus for two studies which have not hitherto been pursued in our schools, though required by law.

In the effort to introduce these books to the schools, and to bring the course of instruction into order, the Committee were compelled to use the provision of the law by which they could establish a depository for the sale of books. This has been frequently done by town committees. They were led to do this, also, by the discovery that there had been no settled prices at which the books were sold in different parts of the town, and with the desire, if possible, to bring the prices down to the proper minimum which the law requires, viz., "cost" prices. Of course this gave the Committee no little trouble, and has occasioned some opposition on the part of those whose business has thus been interfered with. But the Committee are prepared with vouchers for the statement that the prices of books have been needlessly advanced in town during the past two or three years, and especially during the year 1865-66.

After the depository had secured the end aimed at, all the books were disposed of to Mr. Draper, and the accounts of the same are now in process of settlement. Mr. Draper promises to keep, as he has always heretofore done (so far as the Committee could learn) within the bounds required by the law, in respect to the prices at which the books shall be sold, and also he proposes to keep for sale and to purchase books at second hand. At any rate, the whole matter is now left to a fair competition, which at one time seemed impossible.

COURSE OF STUDY.

The course of study provides substantially for the several ages, from five to fifteen years old, inclusive, with the insertion of two years to meet the probable necessities of some pupils who may not be able to maintain all their studies in the schools. Beginning with the fifth year, a scholar may, if he falls not out by the way, and faithfully improves his advantages, attain to the acquirements necessary for entrance at the Punchard School at twelve years of age.

It has been the effort of the Committee to apply the benefits of this course of study to the schools in those districts where there are no facilities for grading them, and to have the classes in the mixed schools so arranged as to correspond with the several divisions provided for in the graded schools. So that the grade of the schools being one and the same throughout the town, promotions to the Grammar and High Schools will bring together, from all parts of the town, children equally well fitted for the above schools. To secure this end, they have this year required the teachers to keep a book, called the "Record Book" of the several districts, besides the School Register required by law. This has now been kept but two terms, and so has not yet shown its full efficiency, but so far as it has been tried, the success of the plan has been most apparent. By a persevering use of this method we are certain that the course of instruction in all the schools of the town will be reduced to as perfect order and unity as is possible.

REPORT
OF THE
SEVERAL SCHOOLS IN ANDOVER.

The law of the state requires the Committee to give a detailed report of the condition of the several public schools under their charge. The Secretary of the Board of Education in 1865, called attention to the fact that the School Committees were apt to fill their reports with detailed descriptions of the character and fitness of each teacher, rather than with reports in detail on the condition of the school; and he very wisely remarks, that however uninteresting or interesting this may be, this course does not conform to the law. The method of report hitherto adopted in Andover, has had a tendency to encourage this course. With a change of the system, too, a change of this method is perhaps desirable. When the teachers were hired by the Prudential Committee, and the Prudential Committees were elected by the districts, there was some propriety in this course. But now we shall try to direct chief attention to the schools and to their condition, allowing all praise or blame to the teacher to be inferred from what we may say.

In reviewing the statistics of the school, and remarking upon their progress, we shall make some special reference to two points, *viz* :—

Punctuality, and conformity to the course of study marked out by the Committee. We shall notice that the graded schools which are in the South Centre, Phillips, Village, Ballardvale, and Frye districts, have conformed most closely to this course, while there are serious defects, as yet, in the Ballardvale senior department or grammar school.

SCHOOLS SITUATE IN THE SOUTH PARISH.

THE PUNCHARD FREE SCHOOL.

Principal, William G. Goldsmith ; First Assistant, Parthenia H. Wilder ; Second Assistant, Abby O. Hervey.

In the act of incorporation of this school, the sixth section provides—

That the Trustees of that school shall make an annual report of the condition of said school, specifying the number of scholars who have attended the same, and their deportment and proficiency ; and said report shall be printed with the Annual Report of the School Committee of the town.

This act of incorporation was passed in 1851.

In 1858 an additional act was passed, supplementary to this act of incorporation, exempting the town of Andover from the requirements of the law, compelling every town containing four thousand inhabitants to maintain a High School, where shall be taught not only Latin and the higher branches of an English education, but Greek and the French languages ; in fine where boys may be fitted for College.

Thus, by the charter of the Punchard School itself, that school is made the High School of Andover. For the past three years the town of Andover has voted the sum of five hundred dollars to the support of the Punchard School, and last year the town of North Andover added one hundred dollars. These votes recognize this relation of the Punchard Free School as the High School of the town.

It is therefore not only proper, but it is the duty of the Board of Trustees of that school to draw up a report on the condition of the same, and it is our duty to have it incorporated into our report. The Chairman of the Committee being this year also a member of the Board of Trustees for that school, in the absence of any such report, has taken upon himself to make an informal statement of the condition of the school, as was done last year.

Severe criticism was called for by the conduct of some of the scholars in this school at the beginning of the year, but after the reproof was administered, the Trustees were most happy to notice a commendable improvement the next term, which showed that the spirit and morale of the school were excellent.

The standard of proficiency in this school is still maintained at a very high point; but there is no doubt that if the course of instruction in the other schools in town could be perfectly arranged, and those schools brought to a proper grade with the Punchard School, the condition and standard of the Punchard School would be advanced in the same proportion.

Miss S. S. Richardson left this school at the close of the first term, this year, after a most successful term of service, for six years. There is no doubt that the school owes much of its excellence to her faithfulness and efficient instruction. Her place is supplied by Miss Wilder.

GRADE OF THE SCHOOL.

In the Punchard school the several divisions are not pursuing the course marked out for them by the Trustees. The changes are chiefly in the studies of the first two years. Those admitted have not come to the school sufficiently well prepared to take up the

course as at first determined on. There is but one scholar pursuing the classical course. The Trustees have under serious consideration such alterations in this course as will bring it more completely within the limits of what the people of Andover really need.

There have been of the scholars attending from Andover, only the following who are irregular, or who have been irregular, who have omitted some study in the course:—

	First Term.	Second Term.	Third Term.
First Division,	5	0	3
Second Division,	1	0	0
Third Division,	0	0	0
Fourth Division,	0	0	0

ATTENDANCE ON THE SCHOOL.

		<i>Total Attendance</i>		<i>Total Attendance</i>	
<i>Total.</i>	<i>Av'ge.</i>	<i>from Andover.</i>	<i>Av'ge.</i>	<i>from No. Andover.</i>	<i>Av'ge.</i>
1st Term, 46	44 1-4	39	38 1-10	7	6 7-13
2d " 59	57 7-10	51	50 1-8	8	6 3-4
3d " 57	55 3 10	49	47 3-4	8	7 9-10

No. of Andover Scholars perfect in attendance and deportment.

1st Term, 16 out of 39	5 only were tardy 11 times.
2d " 14 " 51	7 " " " 10 "
3d " 12 " 49	8 " " " 13 "

Names of scholars neither absent, tardy, or dismissed throughout the year, and perfect in deportment.

Irene S. Wardwell, Hattie R. Abbott, Emma J. Sherman, Lizzie A. Barnet. Besides these, Ellen T. Brown, Ella E. Abbott, Ada B. Chandler, and Ellen B. Waldo, of the graduating class, preserved the same record until they left. The loss by absence in this school for the whole year, 156½ days.

THE CENTRAL GRAMMAR SCHOOL.

Teacher, Miss Mary B. Richardson.

The first year of the Grammar School has been completed, with great satisfaction to the Committee. The work done in the school has from the first been a severe trial to the teacher, of her capacity and strength in both body and mind, and the Committee have been exceedingly anxious as to the result. To reduce to order the mass of heterogeneous materials which were gathered into this school last Spring, has

been a task that would have appalled most minds ; but it has been done, and well done ; while a course of study has been marked out by the experience of the school this year, that will hereafter direct the work of the school in a career of more rapid and unhindered progress.

The first class that were graduated this year, after only one term's study in the Grammar School, entered the Punchard School very indifferently prepared to make progress in that school. The class from which promotions will be made this year will not complete the full course, having been in the school but one term more than one year. But the class that will enter in 1868 will have passed through the whole course, and by that time the school will have made itself felt as a power in the educational system of the town. But even then the full value of the school cannot be felt until all other schools in town are properly graded up to the standard of this school. Secure this latter end, and the progress of the schools in Andover will be safe in the future.

GRADE OF SCHOOL.

In this school we have as yet but one class that is pursuing the course marked out for it by the committee, viz: the 1st Division. Their progress is marked with a careful and thorough attention to all the details of instruction. In Written Arithmetic this division has passed through all the cases in vulgar fractions to miscellaneous examples. In mental Arithmetic as far as to section 8th in Eaton's Intellectual, and in Grammar as far as to the conjugation of verbs. Geography is taken up in this school topically and progress can not be marked by any reference to the text book. The second division has progressed in written Arithmetic as far as Exchange, has finished the Mental Arithmetic and in the Grammar has gone to syntax. They should have taken up U. S. History but were not found sufficiently advanced in Geography.

ATTENDANCE.

1st Term,	No. of scholars,	56,	Neither absent nor tardy	12;	19 were tardy	45 times.
2nd "	"	"	61,	"	"	"
3rd "	"	"	60,	"	"	"

Luella A. Cummings, Lottie Bushfield, Charles Gleason, Clara F. Howarth, Sarah A. Barnett, have not been absent nor tardy throughout the year. The latter, SARAH A. BARNETT, has not been absent or tardy for *four years*, and Charles Gleason for two years.

The loss by absences for this school has been, 660 days.

The expense of the Grammar School has been larger this year than was estimated, chiefly because the attendance on the school has been larger. The Committee had estimated the attendance at forty. It has been so high as sixty during two terms of the year. An assistant became indispensable, and the teacher was allowed to secure one on her own responsibility, who should be answerable only to her. There has been, also, a greater desire on the part of the children in the outer districts of the town to avail themselves of the advantages of this school than at first it was supposed would be possible. There were six of these admitted the first term, eleven the second term, and fourteen the third term, nearly one quarter of the school being now from other than the three districts from which, by the regulations enforced promotions are made. These children have come, some of them, two or three miles every day to this school, *from choice*. This commendation of the school is extremely gratifying to your Committee. A more retired room for the Grammar School seems indispensable.

Of all those who, in the whole town, are qualified to enter the Grammar School, more than one half are in this Central Grammar School; while, of the remainder, viz.: (thirty-seven in the fall term, and fifty-six in the winter,) there were in the Ballardvale Grammar School thirteen in the Fall and ten in the Winter. Thus in the Fall term there were in the

Central Grammar School nearly two-thirds of all the children in town prepared to enter it, while in the winter schools, if we throw out of those larger scholars, who were not pursuing the full course but who only came for this term we do not doubt that the same is substantially true even of this winter's attendance, at least more than one-half of the Grammar scholars were in the Grammar School this winter. With such a triumphant vindication of the policy of the Committee in establishing the Grammar School, and in its course of instruction, we are satisfied to have been mistaken a little in our estimates, seeing that this mistake grew out of the fact that we did not expect the school to succeed so well as it has. But what has been to us most surprising, has been the fact that, while in the three districts at the centre there were, this year, before the formation of the Grammar Schools, 426 scholars in the Summer term, and 307 in the Winter term, there have been this year attending the schools, from the same districts in both the district and the grammar schools, Summer term, 434, Fall term, 352, Winter term, 356, an increase during the last two terms of more than forty scholars. Does not this tell the story, then, that the schools are beginning to meet the wants of the people? for there has not been any such increase in the population as would account for this increase in the attendance on the schools in the Centre districts. Indeed, the increase being so much smaller the first term, and so much larger the other two terms, would show that before the end of the Summer, the improvement in the schools had begun to be felt. A comparison in the expense of

maintaining these schools the past with the previous years is here given :—

Appropriations in					1865	1866
South Centre	-	-	-	-	\$665	\$516
Phillips	-	-	-	-	350	332
Village	-	-	-	-	555	501
Grammar School	-	-	-		000	587
Total,					\$1570	\$1936

Taking into the account the fact that in the Grammar School there have been so many from the outside districts, and in the Central district schools there has been such an increase in the attendance, it is not surprising that there should have been such an increase in expenditure upon these schools ; for this \$1936 has educated nearly sixty more scholars this year than the \$1570 educated last year ; enough scholars to fill one whole school.

SOUTH CENTRE DISTRICT.

Teacher of Intermediate School, Miss Minnie C. Russell ; Primary School, Laura M. Chandler.

After the class which had been promoted from this district to the Grammar School last Spring had left, the scholars remaining were divided into two schools. The first of these divisions was placed in the room hitherto occupied by the senior department, and the second was taken from its closet room and placed in the large and airy room hitherto occupied by the intermediate department. The improvement in the first mentioned school has been most marked, both in behavior and in the progress made. The desire

for promotion and the hope of advancement to the Grammar School being a most powerful incentive to exertion. The Intermediate Department is now almost a model of excellence, in its order and spirit, reflecting great credit on the teacher who has so heartily entered into the plans of the Committee.

In the lower department, the difficulties have been greater. The school has not been large enough to be divided, and yet is too large for one teacher. We have, therefore, allowed Miss Chandler to engage an assistant, which was an expense that we had not calculated on. The school has improved most evidently, and its spirit is excellent, due principally to the system of object teaching and gymnastic exercises maintained by the teacher. It will take some time before this school can be raised to its proper position, but a good degree of progress has been made this term.

Put this building, occupied by these schools, in thorough repair, and the work of securing thorough progress will be greatly advanced.

GRADE OF THE SCHOOL.

The intermediate schools in the South Centre district embraced the scholars pursuing the studies of the fourth and fifth divisions and of the advanced class. This latter class differs, in all the schools, from the fifth division chiefly in studying written arithmetic through the first two terms of the year, beginning with September. In this school, this class omitted mental arithmetic, and used the Fourth Reader and the modern geography, while the fifth division studied in Colburn's Mental Arithmetic, read in the Third Reader, and used the Introductory Geography.

Both terms there was one scholar irregular in the advanced class, omitting grammar, and two in the fifth division omitting grammar, while the second term there were two scholars irregular in the fourth division, omitting geography, but in the fourth division the scholars were all together, and were well together.

The progress was as follows:—

<i>Written Arithmetic. Mental Arithmetic. Grammar. Geography.</i>			
1st term, adv. class,	Through multiplication, Colburn's,	To verbs.	Through U. S.
" 5th division,	1st & 2d section,	"	Introductory "
" 4th "	1st section,	"	" to "
2d term, adv. class,	To reduction,	To adverbs,	Mod. to France.
" 5th division,	3d & 4th sec.	"	Intro'y to Asia.
" 4th "	2d section,		To Wes'n States.

The primary school embraces the first, second, and third divisions.

The first term there were two classes in the first division, of which the first comprised but three scholars in the alphabet. The second division studied the Eaton's Primary Arithmetic, and the third division read (all but two) the Primary Geography, besides.

1st term, 3d division	Prim'y Arith.	Les. 35	Prim. Geog.	Les. 17
" 2d "	" "	" 30		
2d term, 3d "	" "	" 62	" "	" 40
" 2d "	" "	" 42		

In the first division there were two classes this term, but they were all in the primer.

ATTENDANCE.

In the intermediate department the attendance has been remarkably good. There have been neither absent nor tardy throughout the year, Louisa C. Martinez, George D. Martinez, and Amy Smith.

Scholars.		Nei'r absent or tardy.	Tardy.	Times.
During 1st term,	53	17	7	32
" 2d "	50	16	12	60
" 3d "	52	10	11	20

Louisa C. Martinez has been neither absent nor tardy for two years. The loss of time in this school by absences was 733 days.

In the primary department, W. M. Stickney has not been absent nor tardy for two years.

In this school the loss by absences was 1817 days.

PHILLIPS DISTRICT.

Teacher, Miss C. A. Findley.

In this school it was hoped that when the older classes were taken away, the necessity for an assistant would be avoided. But in this we were mistaken. Although eighteen scholars were promoted from this school, the number of scholars in the Summer and Winter was but two or three less than heretofore. The assistant, as in the Grammar and other

schools where they have served, has come into the school but a few hours each day, and heard such classes as the teacher has seen fit to assign her. The condition of this school has surpassed in some noteworthy particulars. The system of the teacher in teaching reading we will simply mention, having space but to refer to it as a most excellent system. It is the same as has been pursued in the Grammar School, and its results are most apparent for good. With the same effort that is made in the Grammar School for vocal culture, an even greater degree of success may be reached.

GRADE OF SCHOOL.

In this district, one school embraces all the divisions below the grammar schools. There is not one irregular scholar in any of the divisions.

<i>2d Term.</i>	<i>Writ. Arith.</i>	<i>Men. Arith.</i>	<i>Geography.</i>	<i>Grammar.</i>
Adv. Class,	To Div.	To sec. 3d.	To W. St's.	To Rel. Pro.
5th Div.	"	"	"	"
4th "	"	2d	Political Div.	3d "
3d "	To Ques. 24.	To No. Amer.		2d "
2d "				1st "
1st "	Second class in the Primer and the 1st class in the Alphabet.			
<i>1st Term.</i>	<i>Writ. Arith.</i>	<i>Men. Arith.</i>	<i>Geography.</i>	<i>Grammar.</i>
Adv. Class.	Cubic m'sure.	Sec. 5th.	To Mid'e St's.	To conju- 4th Read.
			& Intro.to end. gat'n vbs.	
5th Div.	"	5th,	"	"
4th "		3d,	"	3d "
3d "	Eaton's Intro.	Primer to S. S.		2d "
2d				1st "
1st, all in one class in the Primer.				

ATTENDANCE.

Frank and Fred Pearson were neither absent nor tardy during the whole year, the latter of whom has presented this record now for two years.

The loss of time in this school by absences has been 1593 days.

VILLAGE DISTRICT.

Teacher of Intermediate Department, Katie R. Clough, two terms and two weeks, and Abbie R.

Worthley eight weeks. Primary Department, Mary F. Merrill.

The condition of the first of the above schools has not given the Committee that satisfaction as to its progress which they had hoped would be the result of the change made in the school system this year. It has been found harder to create a desire to rise to a higher standard in these schools than in the other districts of the town. In the intermediate school there was even manifested a resistance to any promotions, and scholars refused to go up higher because the studies would be harder for them in the Grammar School. The school seemed possessed with a certain listless indifferent spirit, with which the teacher nobly struggled, but in vain. There was also a degree of lawlessness on the part of some of the children which was most reprehensible, till, finally, out of sheer discouragement the teacher resigned.

The teacher who succeeded her, Miss Worthley, undertook a most difficult task, and met precisely the same obstacles. By dint of earnest and conscientious exertion, she has, however, mastered the school, and made some progress, as was evident at the examination at the close of the last term. Let her now go on, and by the same firmness which she has already displayed, tempered with kindness and affection, she will win the affections of her scholars, and we hope show a good degree of ability as a teacher. But eight weeks is a short time to try a teacher in. For an inexperienced teacher there was less injury done the school than such a change in term time would generally have effected.

In Miss Merrill's department there is the same life and animation as heretofore, with the same degree of success. The school is too large for one, but as it has been, too small for two, the infant room has not been used, even in the summer; yet, should there be an increase of population in proportion to the enlargement of the works in the village, that room will soon be occupied both summer and winter.

The schools in this district were lengthened two weeks by the increase of the Phillips' fund.

GRADE OF SCHOOL.

In the intermediate school there are the Advanced class, 5th, 4th, and 3d divisions; the grade is nearly perfect.

Two in the fifth division were irregular, during the Fall term, because they omitted geography, and five in the same division, during the Winter term, because they omitted grammar.

1st Term.	Writ. Arith.	Men. Arith.	Geography.	Grammar.
Adv. Class,	Definitions, page 80.	Colburn's, § 4.	Modern, to Ter- ritories.	Verbs.
5th Div.		" "	Introductory to Western States.	"
4th Div.		§ 2.	Introductory to Po- litical Divisions.	
3d Div.		To Division.	Primary Geography, to lesson 22.	
2d Term:—				
Adv. Class.	Fractions.	Colburn's § 5	Modern, to West- ern Europe.	Adv's.
5th Div.		" "	Introductory to Western Europe.	"
4th Div.		" § 3	Introductory to Middle States.	
3d " 2d class.		Primary, page 83.	Pirmary to Ter- ritories.	

In the primary school there were, the first term, two classes in the second division and three in the first division, there being no less than twenty who had not learned their letters. During this term the second class in the second division proceeded in the primary arithmetic as far as to lesson 30th. The whole of this division was put into one class the second term, and counted as first class of the third division, and proceeded in the primary arithmetic as far as lesson 35. The second term there were three classes in the first division, thirteen not having learned the alphabet. In this school the Primary Geography has not yet been used.

ATTENDANCE.

In the intermediate department, Almena C. Abbott, Delia Abbott, and Melvin Eames have been neither absent nor tardy during the year. Almena and Delia Abbott have preserved this record for two years.

The loss of time in this school has been 1140 days.

In the primary department Laura Anderson has been neither absent nor tardy during the year. This school has stood high in its record for punctuality this year. More than one half were not tardy the first term, three quarters were not tardy the second term, and nearly two-thirds were not tardy the third term, while those who were tardy this last time averaged less than four times each.

The loss of time by absences has been 1821 days.

SCOTLAND DISTRICT.

Teacher, Miss Margie B. Tenney.

The resolution of the Committee to conform to the action of the Prudential Committees, placed Miss Tenney in this school, and the result has been highly satisfactory. The condition of the school has not been so good for some years past as it is now. Indeed so satisfactory has been the school to the district that they have used this year certain funds over which they have had control, to lengthen out the Summer term, which funds they have husbanded for some time past. The Committee commended this resolution this year to expend this money, as now it would be so well spent. There is, however, still room for improvement, which we doubt not will come in good time, when the parents and the children both learn the value of a systematic and persevering pursuit of the course marked out by the Committee.

GRADE OF SCHOOL.

In this district the classes are very nearly conformed to the course of study. During both terms there were scholars in the school who could have entered the Grammar School. In the Fall term one in

the second division and three in the first division. In the Winter term three in the second division and four in the first division. Both terms there were scholars who were pursuing the course in every one of the divisions. The third division studied the primary geography, and part of the second the primary arithmetic. There were two in the alphabet. The higher divisions and classes were in some confusion, especially during the Winter term. One was irregular both terms through omission of grammar and geography, and one during the Fall term through omission of geography.

Besides these irregularities in the Winter term, the scholars were badly arranged in classes, the several divisions being much scattered, though not so badly as in many of the district schools.

ATTENDANCE.

Lizzie J. Abbott has been neither absent nor tardy during the year, except one half day on account of the great storm. The average attendance for the winter is worthy of remark. 23 out of 26, while only seven, which is less than one third, were tardy, and they were tardy only 23 times. This school has lost by absences, 890 days.

HOLT DISTRICT.

Teacher, Miss Julia M. Brown.

The condition of the school has been somewhat injured by lack of entire harmony between the teacher selected by the Committee and the people of the district, upon which full success in a school always depends. But the teacher has nevertheless shown in her examination that she has kept up the standard of this school nearly to the high point of past years. To do for this school what ought to be done for it, a new school-house is absolutely necessary.

GRADE OF SCHOOL.

This school embraced during both the Fall and Winter terms, classes in the two divisions of the grammar school.

1st Term there was	1	in the	2d Division,	Grammar School.
" " " were	3	"	1st "	" "
2d " " "	2	"	2d "	" "
" " " "	3	"	1st "	" "

First term there were but very few in the several divisions, and these were pursuing their studies so arranged in classes as to be

scarcely distinguishable, except as they were reckoned under the rule of classification adopted by the Committee to classify according to the scholars' progress in arithmetic, when studying arithmetic. The fifth division was divided the first term into three classes, although composed of but four scholars, all of whom omitted grammar and were irregular. There were four classes in the fourth division, though composed of but nine scholars, two of whom were irregular by omission of mental arithmetic. The Primer Geography is not used in the third division, but in the second division all but one studied the Primary Arithmetic. The third division embraced the usual three classes, two in the primer, and one, composed of four, in the alphabet.

In the Winter term this school was reduced to shape; the classes were more condensed, and there were two classes only in the first and second divisions.

The advanced class and the fifth division all (five in number) omitted grammar this term, and one in the fourth division omitted mental arithmetic. The studies in the second and third divisions were the same as in the Fall term.

ATTENDANCE.

Miss Alice Gray was tardy only once throughout the year, and absent not once. The school lost by absences, 1376 days.

BALLARDVALE DISTRICT.

Teacher of Grammar School, Miss H. M. Richardson; Intermediate School, Miss A. A. Richardson; Primary School, Susie V. Thurston.

The great increase of business at this large manufacturing centre forebodes the necessity of a large increase in the schools also. This increase must come very soon too. At the beginning of the fall term an effort was made to grade these schools, and to make them conform more closely to the course of study now marked out. The school books not provided by the Committee were excluded from the schools, and the several divisions re-arranged. The result has been very visible, during the Winter term; and yet the change needs still the fostering care of both the present teachers and the Committee, lest what has been gained should be lost.

Miss H. M. Richardson has returned to this school through the efforts of the Prudential Committee-man last year, and she has seconded the efforts of the School Committee this year with great energy and success. The condition of this school elicited the praises of all present at the final examination this Winter.

In the Intermediate department there has been less change than in either of the other departments. A few more convenient desks have been placed in the room, and the spirit and life of the school, in many respects, has been improved.

In the Primary department, Miss Thurston has been eminently successful this Winter. Indeed, the progress of this school during the whole year has been most marked; the reading, arithmetic, and gymnastic exercises were both pleasing and satisfactory. Great obstacles seem in this school to be easily overcome.

GRADE OF SCHOOL.

In this district it is intended, as soon as possible, to perfect the grammar school, as there are now at least ten children who are fitted to enter such a school, or to pursue the studies in the second year of the course. It has been exceedingly difficult to bring these schools up to the grade, and all that can be reported at this time must relate to the second or winter term.

GRAMMAR SCHOOL.

<i>2d Term.</i>	<i>Writ. Arith.</i>	<i>Men. Arith.</i>	<i>Grammar School.</i>	<i>Geography.</i>
2d Div.	Bank Disc't.	Fin'd Colb's.	Pars'g p. 146.	Thro' Fr. & Sp.
1st Div.	Vul. Fract's.	" "	" "	" "
Adv. Class.	In Redu'n.	Ea's Int'l § 5.	" p. 99	*
5th Div.	"	"	Omit Gram.	Thro' So. States.

Two in the advanced class omit grammar, and in the 5th division the whole class of fifteen omit grammar, and so there are seventeen in this school who are irregular.

*Scholars scattered in different classes.

In the Intermediate School the grade is as follows for the—
 2d Term. Intellectual Arithmetic. Geography.
 4th Div. Eaton's Intel'l to § 3, lesson 12. Introductory, lesson 38.
 3d " 2d class. " " " § 2. Primary, lesson 53.
 " " 1st " Primary, lesson 35. " " 16

In the infant school for the second term of the second division, a part have proceeded in Eaton's Primary Arithmetic as far as lesson 26. The first division comprised two classes in the primer, and there were some in the alphabet. It is plain that this school will, this year, approach much nearer the appointed grade or course of study.

ATTENDANCE.

In the grammar school George H. Atwood and John W. Morrison were neither absent or tardy throughout the year. The school lost by absences, 1586 days.

In the intermediate school, Nellie E. Morrison was neither absent or tardy throughout the year. The school lost by absences, 1161 days. In the infant department twenty-three were neither absent nor tardy for one term; and of these, eight remained steadfast two terms, but none kept a clean record throughout the year. The attendance in this school was, however, better than in either of the other two, for notwithstanding its size, they lost by absences but 1046 days.

SCHOOLS IN THE WEST PARISH.

WEST CENTRE DISTRICT.

Teacher, P. Elizabeth Holt.

There has been a very commendable degree of improvement in this school, during the year, in almost every particular. The scholars have applied themselves with a good share of dilligence under exact and thorough teaching, and the result has been a steady progress in all the classes. No one class, for the sake of display at examination, has received more than its share of attention, because composed

of bright and active scholars, to the neglect of those less gifted. But, as it should be, the instruction was imparted in such an impartial manner, that each received his due.

GRADE OF SCHOOL.

In this school there was represented, during the Fall term, all of the several divisions belonging to the grammar schools and the schools below. During that term, in the grammar school, first division, one omitted grammar and mental arithmetic. All of the advanced class (five) omitted grammar, and two of them mental arithmetic. In the fourth division, one omitted geography and mental arithmetic, making eight irregular scholars in the school. In the Winter term there were five advanced scholars who were irregular, one of whom studied algebra and one book-keeping, and the rest omitted either geography or grammar. In the first division of the grammar school two omitted mental arithmetic; in the advanced class all (five) omitted grammar and one of them mental arithmetic.

There was no fifth division. In the 4th division two omitted geography. The third division both terms studied the Primer Geography. The second division, or a part of them, the second term studied mental arithmetic. There was but one class in the primer both terms.

ATTENDANCE.

There were some who preserved a clean record throughout the year. The school lost by absences, during the year, 1108 days.

FRYE DISTRICT.

Teacher, Senior Department, Mary E. Merrill;
Junior Department, Mary J. Ross.

The excellent condition of these schools is largely due to the intelligent interest felt in their welfare by the parents, as well as to the excellence of the teachers. In both schools there is a marked superiority in the singing and in the gymnastic exercises. The senior department suffered largely from the the children being taken from school—the attendance falling from thirty-four to eighteen during the year. The punctuality and regularity of attendance

in the school was very worthy of note, as shown in the report of the winter's term in both schools.

The summer's term in this school was lengthened two weeks, by the income from the Phillips Fund.

GRADE OF SCHOOL.

The course is pursued in the schools in Frye District somewhat differently than in the others. The scholars are not promoted to the Central Grammar School except as they or their parents desire it. But this year we have found that almost all of those qualified to enter have been anxious to do so. At first this was not the case, but as soon as the Grammar School had begun its work, and showed what advantages it offered to the scholars, both parents and children were glad to avail themselves of the privileges.

In the Senior Department, which during the first term embraced one scholar who might have attended the Grammar School, there were the usual divisions belonging to the Intermediate schools and none are irregular by omission of studies.

In this school, however, the classes are so mingled in their studies that it is impossible to give any abstract of the several divisions, as is the case in most of the mixed schools. But on the average the school is above the general standard. The fourth division is a class by itself, and all are together in their studies. During the first term they had gone to Section II. in Eaton's Intellectual Arithmetic, and to Western States in Introductory Geography, and 2nd term to Section III. in Eaton's Intellectual Arithmetic, and to Europe in the Introductory Geography.

In the Primary School the grade is perfect.

	<i>1st Term.</i>	<i>Arithmetic.</i>	<i>Geography.</i>
3d Div. 2d class.	Eaton's Prim'y to les. 58.	Introduc'y to Territories.	
" Ist "	" " les. 35.	Prim'y to Pol. Div. les. 22.	
2d "	Omitted Arithmetic.		
1st "	embraced but 1 child in Alphabet and 2 classes in the Primer.		
	<i>2d Term.</i>	<i>Arithmetic.</i>	<i>Geography.</i>
3d Div. 2d class.	Finished Eaton's Prim'y.	Introductory to Asia.	
" Ist "	To lesson 58.	Primary to Western States.	
2d "	" " 20.		
1st "	contained two classes in the Primer but there were none in the Alphabet.		

The condition of this junior department shows that before long the grade of both these schools will be perfect.

ATTENDANCE.

The record in this district as to punctuality and attendance is a remarkable one, and is worthy of special notice.

In the senior department—

	<i>No. Scholars.</i>	<i>Neither absent nor tardy.</i>	<i>Tardy.</i>	<i>Times.</i>
1st Term,	34	15	4	19
2d Term,	24	7	5	25
3d Term,	18	12	3	13
3d Term, Average Attendance,	- - - - -	- - - - -	- - - - -	17 out of 18.

Mary A. Blythe, George F. Saunders, George S. Spense, and Emma Thompson were neither absent nor tardy this year. This is the second year that George F. Saunders and Emma Thompson have kept this record. But for seventeen days illness, this year, Mary Burnham would have been neither absent nor tardy for three years.

The school lost by absences 616 days.

In the junior department, Frank Barney, Andrew Brown, Charles Downes, Joseph Downes, Walter Gillespie, Isaac Hardy, Carrie Bradshaw, Marie Burns, Maggie Leitch, Maggie Phillips, and Lizzie Phillips, eleven in number, have been neither absent nor tardy during the year. Of these, Walter Gillespie, Carrie Bradshaw, and Maggie Leitch have kept this record for two years.

	<i>No. Scholars.</i>	<i>Neither absent nor tardy.</i>	<i>Tardy.</i>	<i>Times.</i>
1st Term,	44	24	11	65
2d Term,	57	24	13	75
3d Term,	46	23	7	34

This school lost by absences, 872 days.

OSGOOD DISTRICT.

Teacher, Miss Abby Whitehouse.

This school has enjoyed another year of unusual prosperity. The untiring efforts of the teacher for the advancement of the school have been rewarded with the most gratifying results, the scholars evincing a thoroughness in all they have undertaken which it would be difficult to surpass in a school of any grade.

One noteworthy feature of the school, and we think in a great measure the secret of its success, is the habit, which they have acquired, of applying their minds to whatever they are considering until it is finished. In this district the people need and deserve a new school-house.

GRADE OF SCHOOL.

There were two of the scholars in this school, during the Fall term, who pursued studies appointed for the High School, and one

of them studied book-keeping. There were no irregular scholars in the school, but one who was deaf and dumb. The largest proportion of the school was gathered in the advanced class and the third division, which made rather more than the usual progress.

During the Winter term, one of those who studied algebra and book-keeping still remained, and the whole school, excepting six, was gathered into two classes, one of which went over the ground belonging to the first division of the Grammar School, and the other that belonging to the fourth division. One in the first division of the grammar school omitted grammar, and two in the second division omitted grammar.

ATTENDANCE.

This school is the banner district of the town for punctuality and regularity of attendance. Ella A. Chase, Emma A. Chase, Lillie Bailey, and Frank Nickerson were neither absent nor tardy during the year. This is the second year for Lillie Bailey.

	<i>No. Scholars.</i>	<i>Neither absent nor tardy.</i>	<i>Tardy.</i>	<i>Times.</i>
1st Term,	28	11	0	
2d Term,	30	10	0	
3d Term,	32	9	5	8

The school lost by absences, 425 days.

BAILEY DISTRICT.

Teacher, Abbie F. C. Burt.

Since the commencement of this year this school has decidedly improved. The order has been good, the classes thorough and prompt, and the examination especially, at the close of the year, highly satisfactory to the Committee.

During the year there have been differences of opinion about small points of discipline between the teacher and parents. These culminated about the middle of the winter term, when some of the boys left school, since which time the school room has been broken open; the desk of the teacher ransacked; boards torn from the window of the wood shed; and other depredations committed on the property of the town. During the few weeks while such events were

transpiring nearly one half of the school were taken away and encouragement given to this lawlessness. Perhaps parents must learn by experience that to deprive their children of the advantages of a good education, to gratify a little spite, is the sure road to ruin, before they will be ready to frown upon such evil conduct as has marked the last few weeks of the Winter term in this district.

The close of the school, however, showed that a competent and faithful teacher had had charge of the school, and that those who had left it have lost just so much of that time which they might have improved for the training of their minds, and which now can never be recovered. That there were defects in the teacher the School Committee do not deny, for who of us is perfect, but that these defects were not sufficient to warrant the course of conduct pursued in the district is most certain. In this district is the poorest school-house in town. A new one is absolutely necessary. If the school-house were more respectable, the scholars and the people would have more respect for their school.

GRADE OF SCHOOL.

There were thirteen irregular scholars in this school out of twenty-two, during the Fall term. In the advanced class one omitted geography; fifth division, two omitted grammar, and seven omitted grammar and geography, while in the fourth division three omitted geography.

In the Winter term twenty-two out of thirty-one scholars were irregular. Of these, eight in the grammar school division omitted geography and mental arithmetic and one omitted grammar. In the advanced class one omitted geography, one mental arithmetic, and one omitted both. In the fifth division (nine) all but one omitted grammar.

The advance made by these children and scholars was, however, most noticeable in those classes which pursued the full course. The class that pursued the full course in the third division in primary geography and arithmetic and geography was, in respect to spelling

in particular, a most remarkable class, and in arithmetic, also, altogether successful.

ATTENDANCE.

None are worthy of note for attendance in this district. The school lost by absences during the year, 927 days.

NORTH DISTRICT.

Teacher, H. M. Abbott.

We can say of this school for the year, it has been so far successful as to meet the expectations of the Committee, and the approbation of those more immediately concerned.

Special mention might be made of the first class in written arithmetic, which appeared remarkably well, exhibiting a familiarity with principles not failing them when taken away from their text books, and the routine of examples therein contained. It may be here remarked, that it is too much the fault of teachers that they do not accustom their pupils enough to the solution of problems differing from those usually found in books, and suggested by uses of business. It is often the case that we find scholars advanced in mathematics, who may be able to work out anything, however difficult, in their text books, and yet become entirely lost on a quite simple practical question, not strictly conforming to the letter of the book. But this is said, not in extenuation of teachers' neglect, so much as to stimulate them to a more complete performance of duty.

GRADE OF SCHOOL.

In the Fall term, where there were but eleven scholars in the school, there were three pursuing the grammar school studies of the second division, and studying United States History. Besides, there were some in the advanced class, and the first, second, and fourth divisions, each, pursuing the full course appointed, without a single irregular scholar or omission of study.

In the winter term there were four in the grammar school studies, all studying U. S. history, and the second, third, and fourth divisions and advanced class were represented, all studying the full course as in the Fall.

ATTENDANCE.

The attendance at this school has been excellent. E. T. Abbott and Nathan R. Bailey were neither absent nor tardy throughout the year, the first of whom has kept this record unbroken for two years.

The Winter term there were only three tardy eleven times. The school lost by absences 210 days.

ABBOTT DISTRICT.

Teacher, Hannah R. Bailey, one term, Fanny A. Hardy, two terms.

The teacher of the Spring term resigned at its close, after giving evidence of having faithfully performed her duty. It is matter of regret to be obliged to change teachers when one has taught successfully a number of terms. Her successor, however, did equally well, making it a very profitable school during the year.

The government of the school has been mild and effectual, securing application and obedience pleasantly, much to the credit of the older scholars.

GRADE OF SCHOOL.

In a school of seven, it is, of course, impossible to insist much upon the grade. There was, however, in the Summer school but one who was irregular, and she because she omitted grammar. The scholars all made the full progress usual in schools of the corresponding divisions, the second, fourth, and fifth divisions being represented, and there being two classes in the second division.

In the Winter, both grammar school divisions were represented by four irregular scholars, two of whom omitted geography, and two both geography and grammar; one also in the fifth division, omitted grammar; in all five irregular scholars out of twelve in the school.

ATTENDANCE.

In the Fall, of seven scholars the average attendance was six and one third per day. The school lost by absences 161 days.

SUMMARY OF GRADE AND ATTENDANCE.

It has been our chief aim in the foregoing review of the schools, to describe the course of study pursued in the several schools, as well as to comment on the punctuality of the scholars. In doing this we have described those schools as perfect in the grade whose classes were all together in their studies, though perhaps, in some cases, they were not so far advanced as they ought to be.

In looking over the reports of the attendance on the schools, we taken the trouble to estimate the whole number of days lost by absences. These, we find, amount to 18,998 days, or 52 years and 18 days. Now if four children should be deprived, by the action of the town or of the School Committee, of all the education they are entitled to during the eleven years when they are between five and fifteen years of age, the injustice would be rightly deemed a cruel one; and yet these unfortunate scholars would not lose so much time in school as has been lost by the scholars who have been detained at home in this town the past year, partly, as we know in some cases, through the fault of the parents. Or, if this number had been kept out of school through sickness, the misfortune would have been a lamentable one; yet this is no greater misfortune than has happened the past year in town, and the people have not thought of it.

Still, Andover is not in the worst plight possible. In looking over the record of the schools in a neighboring town, where there were about the same number of scholars as in Andover, we find the loss to have been nearly four times as great, or 195 years. In six out of the nineteen schools of the town, there were none who kept a clean record throughout the year. This might be bettered. The Frye schools, although exceeded by the Osgood school, yet, considering the number and age of the scholars, are a model for the county, while the Grammar School shows a loss of absences per term to each scholar of three and seven-tenths days. But Punchard may challenge the State, the loss averaging less than a day each term for each scholar.

T O W N F U N D S .

In this town there are several funds, whose income is appropriated for the benefit of the schools in the town of Andover. The first of these funds is called

THE PHILLIPS FUND.

This fund was established by Judge Phillips, who was so eminent a benefactor and patron of the cause of education in the town of Andover.

Mr. Phillips having in view "the education of young children in his native town," bequeathed the sum of four thousand dollars "to the Trustees of Phillips Academy," which sum is to be always kept out at interest on good surety, and the interest thence arising to be disposed of in the manner following; to wit: One-sixth part to be ever hereafter annually added to the principal for an increasing capital sum, and the other five-sixths of the interest arising from one-fourth part of the capital sum to be appropriated and applied according to the best judgment of the said trustees, partly for rendering those females who may be employed as instructors in the several district schools within the aforesaid town of Andover, better qualified for the discharge of their delicate and important trust, and partly for extending the term of their instruction in such districts within the said town as, notwithstanding the provision therefor annually made by said town, may stand in most need of additional aid, provided that this additional aid shall in no one year be given to more than one-third part of the whole number of districts within the present boundaries of the aforesaid town of Andover, and the five-sixths parts of the interest arising from the other three-fourths parts of the aforesaid capital sum be applied in the following manner for procuring the following books to be distributed, etc. etc. etc. (in other towns).

Besides this four thousand dollars, Judge Phillips gave the Trustees of Phillips Academy one thousand dollars, the income of which, after deducting one-sixth to be added to the principal each year, was to be expended in the purchase of books to be distributed in this town.

These two funds, for convenience sake, the Trustees have united, and distribute the income according to the purposes of the donor, so that as five-sixths of one thousand is one-sixth of five thousand, the trustees devote one sixth of the income of \$5000 to the maintenance of the schools taught by females in Andover, adding each year one-sixth of the whole

five thousand to the principal of the whole fund, giving one-sixth to the distribution of books in Andover, and the remaining three-sixths to the distribution of books elsewhere, and that on the principle that five-sixths of three thousand dollars (which remains after taking one quarter of four thousand for the schools) is the same as three-sixths of five thousand.

This principal of \$5000 has now increased by the addition of the one-sixth of the income each year, till it amounts to the sum of \$9168 05. The schools of Andover receive the benefit of a principal amounting to one-sixth part of this increased and increasing sum, equal to about \$1528. The net sum realized for this principal, after paying about eight dollars expenses, has been about \$89.67. The amount which the trustees distribute, at present and for a few years past, has been ninety dollars, or a sum a little larger than its present net income. The order of distribution is in accordance with the following table, the money being given thus once in four years, to all the districts in both Andover and North Andover.

NORTH PARISH.		SOUTH PARISH.		WEST PARISH.	
1867.		1867.		1867.	
Merrimack receives	\$30	Centre receives	\$30	Osgood receives	\$15
		Phillips "	15		
1868.		1868.		1868.	
Pond District "	15	Ballardvale, receives	30	North receives	15
Kimball "	15			Abbott "	15
1869.		1869.		1869.	
Farnham "	15	Scotland "	15	Centre "	15
River "	15	Holt "	15	Bailey "	15
1870.		1870.		1870.	
Centre "	30	Village "	30	Frye "	30
Total in four years,	\$120	Total,	\$135	Total,	\$105

The expense of administration on the fund is but a little more than eight dollars per year. *

* It may be well to note the fact that by means of the fund for the distribution of books in this town, a book is published once in from seven to ten years.

It is plain that this fund, increased as it constantly is by the addition each year of one-sixth of its income, must some day become an important item in the support of the Andover schools. Hitherto, the trustees, in order to secure the intention of the donor that the proceeds shall be given to schools taught only by females, have required that it be paid for the lengthening out of the Summer schools in town. They might now provide for its being expended in either of the districts for Summer or Winter, as only female teachers are now employed in our schools. It would be well if they would leave it to the School Committee to expend the money in whichever term they please, whether Summer or Winter, if it be spent in schools taught only by females. The intention of the donor that somewhat be given to females preparing for teachers, is by the trustees believed to be sufficiently complied with in that the money is given to the Andover schools in which most of the teachers are educated.

THE PROPRIETORS' FUND.

Another important fund has originated from the sale of the proprietors' lands, in the town of Andover, the proceeds of which sale were appropriated to establish a Free School Fund. The town of Andover was owned originally by proprietors. After the lands had been set off to the original settlers, and sold to those who purchased of the proprietors afterwards, there yet remained, here and there, parcels unoccupied and unsold. The proceeds of these sales amounted, in December, 1801, to \$1,749. This sum of money was transferred by the proprietors to

the North and South Parishes, to be equally divided between them and appropriated for educational purposes. Afterwards, the one-half of the same belonging to North Andover was given to the Free Academy of North Andover, the Trustees of that Academy to be Trustees of their part of the fund. This Academy in North Andover has disappeared with the fund. In South Andover, the Fund though once shorn of a large portion of its principal, still remains, and now after having husbanded its income for a few years, to recover losses, has become almost as large as it was at the beginning, before the division was made between the two parishes.

The Board of Trustees was incorporated in 1801; it is chartered as a close corporation—elects the members to fill its own vacancies, and has under its charge the sum of \$1,647.03. The Trustees have voted \$84 each year for two years to the several Districts, (\$7 to each district,) for the benefit of the summer schools. The original object of the fund is stated to have been for the instruction of youth “in reading writing and cyphering.” The act of incorporation requires the income to be appropriated to “the instruction of youth of both sexes in reading, writing and arithmetic in the free schools which are or may hereafter be established in the South Parish of Andover in such manner as the Trustees may think most conducive to the public good.” These Trustees are called the “Trustees of the Free Schools in South Andover.” They may receive “additional real and personal property for the benefit of the free schools, providing that the annual income shall not exceed one thousand dollars.”

The sum received of the proprietors was \$876.00. There has been expended from the fund \$2,851. The present Trustees are, Solomon Holt, President; Samuel Gray, Clerk; John Abbot, Treasurer; Benj. Boynton, Joshua Chandler, Isaac Carruth, Asa A. Abbott.

The expenditure of the income of this fund has no limitation put to it which either recognizes the district system or determine the class of schools to which it shall be paid, except that it is to be expended for the common branches of education, reading, writing and arithmetic.

THE HOLT FUND, FOR THE SPECIAL BENEFIT OF THE
SCOTLAND DISTRICT.

In the will of Mrs. Anna Holt, there is found this following provision :

July 6th, 1838.—3rd. I give to the inhabitants of the Scotland District, so called, in the South Parish in Andover, fifty dollars, to be put out on interest and the income to be annually expended for the benefit of the school in said district.

This money was paid by the executor of the will, Dea. Mark Newman, to the treasurer of the Scotland District, and on the vote of the district has been deposited in the savings bank. It would seem that the interest has not been “annually expended,” as the terms of the will require, for the fund now amounts to \$80. The idea that this fund must be used only in aid of the summer schools and towards increasing their length, has no foundation in fact. The will makes no provision for the administration of the fund. The beneficiaries of this fund are the inhabitants of the “so called, Scotland District,” and the officers of the district have managed it; wherefore as the Scotland

District is now abolished by law, some arrangement for the future management of this fund is absolutely necessary. Would it not be well to have this money transferred to the care of the "Trustees of the free schools of Andover," to be managed by them, together with the proprietors' fund, for the benefit of the inhabitants of what was the Scotland District. Besides these smaller funds, this town is favored with the fund established by Mr. Punchard for the support of a Free School, and amounting to \$40,000.

There is another fund which will, at a future time, become available for the Frye District, amounting to \$1000.

THE LENGTH OF THE SCHOOLS.

The appropriation of the town for the support of the schools the past year has allowed of but thirty weeks of schooling. From the proprietors' fund, provision was made for about one week's schooling in in most of the districts; for the two districts to which the Phillips Fund was given this year, the money given increased the length of the schools about two weeks. The average length of schools for the town has been 32 weeks.

We would therefore suggest that hereafter, in consequence of the additional appropriation made by the town, the length of the school be fixed at 36 weeks, three terms of twelve full weeks each, and that one week be allowed still further to each school during which the examinations shall be held, so that there shall be nearly or full 37 weeks schooling given by

the town. If, therefore, there shall be added to these 37 weeks, one week by the proprietors fund, and two weeks more by the Phillips fund, the schools thus favored will extend only to forty weeks, which is the limit set for High schools. If this arrangement could be made the town of Andover would then have schools for the whole year, with just about time enough allowed for vacations to meet the necessities of both teachers and scholars. *

The teachers then could be paid by the year instead of the week, an annual stipend for their services, while the proceeds of the funds could be added to this stipend in those districts where they are to be applied, to increase the length of the schools. That this is possible this year is shown by the following statement:—

During the year there have been employed—

9 teachers at \$7 per week for 32 weeks—teachers' stipend \$2.24 for 36 weeks, -														\$252
5	"	"	6	"	"	32	"	"	"	192	"	36	"	216
1	"	"	7.25	"	"	32	"	"	"	232	"	36	"	261
1	"	"	8.00	"	"	32	"	"	"	256	"	36	"	288
1	"	"	7.50	"	"	32	"	"	"	240	"	36	"	270

Suppose we give 9 teachers \$250, amounting to \$2250

5	"	220,	"	1100
1	"	260,	"	260
1	"	285,	"	285
1	"	270,	"	270

The total of salaries would be \$4165

If we take this from \$5,500 there would be left \$1,337 for the Grammar School, and for the fuel and care of the school rooms. These two items last year were

Grammar School,	-	-	-	-	-	\$587
Expenses,	-	-	-	-	-	600
						<u>\$1187</u>

The expenses of the school-rooms and fuel amount to about one dollar per week of the term the schools

* Let the terms conform to those of the Punchard School, only beginning the Monday following the Wednesday on which that school opens.

are in session for each school; for 38 weeks 18 schools would require \$650. But the State fund yielded to the schools last year \$173.71, which would leave a large lee way for contingencies and to meet the expense of assistant teachers, and to increase salaries if it should be necessary.

The teachers have said that the prices per week were well enough, but the trouble has been the schools are so short. If therefore we could now increase all the salaries say somewhat after the above table, we could bring the school expenses within the limits of the appropriation, and hereafter increase the salaries according as the town should vote the appropriations each year; the above salaries would be sadly insufficient, but the way would now be plainly open to increase them, if the town should so vote, the length of the terms being arranged according to the most desirable standard. In voting to increase these appropriations the object of the town would be simply one of two, to increase the salaries or add new teachers. We have no doubt that the teachers whom the Committee would desire to retain in the school might be retained upon the basis of some such arrangement as the foregoing. We would not propose to adhere strictly to the letter of this or any other arrangement because it would be best when any other town offered a larger salary than we are paying to any of our teachers, whom we desire to retain to meet the contingency if it is possible for us to do so by special bargain with such teacher.

THE EXAMINATIONS.

During the past year the School Committee have arranged not to be present, all of them, at the examinations, but to have one or two present at the close of each term, and to have three terms instead of two each year. The teachers are left to make the examinations public or not at their own pleasure. If they see fit, they can make special efforts to get up interesting exercises, and to promote the good of the school by recitations and singing. The object of the Committee in being present at the close of a school is to see that the scholars have been properly taught, and that the teacher is doing her duty. Of this they can very easily become satisfied; a few questions, often of the simplest sort, will reveal either a great defect or a great excellence in the teacher. Indeed, it is chiefly the questions that are farthest from the books, and those which are nearest to the common, practical work of life, that puzzle scholars most. It would be well if these common questions of daily life were more sought out by teachers during term time, and placed before scholars for their solution. The examinations have, for the most part, been well attended by the people of the several districts, and well and fairly conducted by the teachers, and have, at times, given to the committee great satisfaction.

THE STATE INSTITUTE.

Last Spring, in accordance with the vote of the town, the State Institute was invited to visit Andover and held a meeting here, which was profitable to all who attended it, and we trust has also been profitable to the schools in town. Indeed, we have thought

we have discovered, from time to time, in the examinations of the schools, the sprouting up of ideas that were dropped into the minds of our teachers by the gentlemen who addressed the Institute. The two chief points which were made by those addressing the Institute appeared to be the importance of object teaching, and the necessity of bodily as well as mental training; perhaps we may add a still higher point, the duty of the teacher to aim also at the higher spiritual development of her scholars, especially by calling in the aid of "Music and her sister Song." We are glad to know that each of these points have made a most profitable impression on the minds of our teachers. There is a sum of money in the hands of the "Committee on Hospitality," appointed last year, still undisposed of. What shall be done with this money?

THE PRIZE DECLAMATION AND POETICAL RECITATION.

There has been this year no spelling match as heretofore. But, instead of this, there has been a prize declamation and poetical recitation, which was open, however, only to the scholars of the Punchard school. The prizes were offered by the Trustees of the Punchard School, and the trial took place on Friday, July 6, at two o'clock, P. M. There were a goodly number of the parents and friends of the pupils to listen to the exercises, and there was a general expression of satisfaction and of high gratification with the success of the exhibition. The young ladies and gentlemen who participated, twenty-two in number, acquitted themselves in a very creditable

manner. Rarely in an exhibition of this kind is there so generally found a marked excellence, or so much freedom from faults as was manifest on this occasion. The prizes were unanimously awarded as follows: Of the young ladies, the first prize to Miss Ellen J. Brown, who recited the "Deacon's Masterpiece," (O. W. HOLMES). The second prize to Miss Agnes H. Donald, who recited "The Hermit's Crown" (ANON.). Of the young gentlemen, the first prize to Master Chas. Fred. Foster, who declaimed "The Cause of the Union," (R. C. WINTHROP), and the second prize to Master Geo. E. Fowle, who declaimed "Spartacus," (E. KELLOGG.)

CONCLUSION.

This lengthened report must now be brought to a conclusion. This year will always be reckoned as the beginning of an important era in the progress of education in Andover, and the importance of the events as well as the position of the school interests just at this time, have called for a lengthened discussion of the several topics which we have now presented. It is to be hoped that the foregoing remarks and accompanying statistics will but increase the interest which has begun to be felt in the cause of education among the people of Andover. The stability of our free institutions depends upon the spread of intelligence, and upon the establishment of strict integrity and uprightness among men and before God. Reverence for right and for God lies, it is true, at the foundation of all government. A nation which has not these can not last long, especially if

its government is republican and representative in its form. Your committee have never witnessed in Andover a counterpart of the scene which is described in the accompanying extract from a Newburyport paper.

“Where most of all our schools fail is in moral instruction. The charge that they are ‘godless’ schools is to a great extent just and true. Go into the neighborhood of any of them when the boys are at play about the doors, and one might doubt whether the scholars knew the name of Jehovah except to swear by. The profanity is shocking, such as is known and heard nowhere else on the face of the earth. There is not a Mohammedan or heathen land where the moral culture, according to their standard, is so low, or where such utterances would be permitted by the civil authorities. The other day, an Irishman passing a group of school boys and overhearing their language, said, ‘This is what comes of your Protestantism.’

We wish it was confined to Protestant children; but unfortunately it is not—to the children of any church, or sect or class within a church. It is time, however, that all should give the subject attention, and that school committees should feel that the limit of their office is not simply to appoint teachers of sufficient literary qualifications, but men and women are needed of moral power in the schools; and that teachers should feel that the end of their duties is not to hear pupils recite, or to whip them when they disobey the rules, but in its fullness it is to fit them for good society and the duties of coming years, and train them to virtue in what of life remains.”

But it will not do for us in Andover to boast; we have heard and especially seen enough in our schools, written and punctured on the walls, doors, and door-posts, not to speak of more private places, to make our hearts ache. It will not do for us to turn our faces away; the record of the shame is there, and natures are developing in the midst of the worst villainess, for whose culture we are responsible. Moreover, do what we may to separate our children from the evil, it will come close to them by and by. The evil will meet them, however careful our nurture of them, so soon as they mingle in society. The boys and the girls that are growing up in the public schools

of Andover are trained there to be the equals and perhaps the superiors of those children who are now kept aloof from them with the greatest care. Wherefore, if we try ever so hard, we cannot keep our children from the over-flowing vice, even if we keep them at home, or send them to what we deem more favored and more select schools, during all their childhood and youth. Do what we may for our own children, we therefore ought to do more than we are doing for those children who get all their education in the public schools, and this we ought to do even for our own children's sake. For in days to come we shall find that those whom we have neglected because they are not our own, will corrupt even those who are ours by their contact with them after they have passed beyond our reach.

Let us look well to it, then, that those who are appointed to teach in Andover, are equal to the task, and that they are persons, too, of such moral capacity and force that they are able to make the best impressions upon those committed to their charge. The importance of the interests involved require of us to spare no pains, to grudge no expense. Let us then not be content until we can boast in Andover the best public as well as the best private schools in the State.

BENJ. B. BABBITT	} School Committee.
HENRY S. GREENE,	
SAMUEL H. BOUTWELL,	

A P P E N D I X .

SCHOOL BOOKS, GRADE, AND COURSE OF STUDY OF THE PUBLIC SCHOOLS OF ANDOVER.

IX. (1.) The school books to be used in the public schools and High School of the Town of Andover shall be as follows: The Bible, Sargent's Standard Speller and Primer, and First, Second, Third, Fourth, and Fifth Readers; Eaton's Primary, Intellectual and Common School Arithmetic and Treatise; Greenleaf's Algebra, Davis' Legendre and Surveying; Potter & Hammond's Book-keeping; Colton and Fitch's Primary, Introductory and Modern Geography; Brocklesby's Astronomy; Greene's Introductory and English Grammar, and Quackenbos' Rhetoric; Quackenbos' United States History, Worcester's General History; Payson. Dunton & Scribner's Writing Books, Calkins' Object Lessons, Wayland's Intellectual and Moral Philosophy; Stockhardt's Chemistry, Wood's Botany, Wells' Natural Philosophy; Andrews and Stoddard's Latin Lessons, Reader and Grammar; Andrews Cæsar and Sallust, Johnson's Cicero, Bowen's Virgil, Kühner's Greek Grammar; Boyce's Anabasis, Owen's Illiad, Smith's Latin and Greek Composition.

(2.) These books will be kept for sale at cost prices, under the direction of the School Committee, and both teachers and scholars are cautioned not to purchase their books without consulting the Committee.

(3.) The course of study in all and in the several schools shall be as follows:—

There shall be eleven divisions, with two advanced classes and a Classical Department. Five divisions, together with an advanced class, shall be embraced in the schools below the Grammar School. Two divisions, with a Classical Department, in the High School.

The Classical Department shall fit those desiring it to enter college.

The Advanced Class in the Grammar School shall be for those who have failed of admission to the High School.

The Advanced Class in the Intermediate Schools shall be for those (a) who shall have advanced in the course far enough to enter the Grammar School, but who are not yet ten years of age; (b) who have advanced far enough in some, but not in all the studies, to enter the Grammar School, and for those (c) who enter the schools without proposing to pass through the course, but who are advanced enough to be placed in such a class.

(4.) In the mixed schools, so far as possible, these divisions shall mark the limits of classes, so that there may be a degree of uniformity in the standing of all the schools in town.

(5.) The course of study in each division shall be arranged for one year, as follows:—

COURSE OF STUDY IN THE SCHOOLS OF ANDOVER.

Div.	1st Term.	2nd Term.	3rd Term.
1st.	Alphabet and Primer.	Alphabet and Primer.	Alphabet and Primer.
2nd.	First Reader. Eaton's Primary. *	First Reader. Eaton's Primary. *	First Reader. Eaton's Primary. *
3rd.	Second Reader. Eaton's Primary. Primary Geography.*	Second Reader. Eaton's Primary. Primary Geography.*	Second Reader. Eaton's Primary. Primary Geography.*
4th.	Third Reader. [Sect. Eaton's Intell. Arith. 1st Introductory Geography.	Third Reader. [Sect. Eaton's Intell. Arith. 2nd Introductory Geography.	Third Reader. [Sect. Eaton's Intell., 3rd & 4th. Introductory Geography.
5th.	Fourth Reader. Eaton's Intellectual Re- viewed. Introductory Geography. Grammar, lesson 26—40.†	Fourth Reader. Eaton's Intellectual Re- viewed to 5th Sect. Introductory Geography. Grammar, lesson 41—46.†	Fourth Reader. Eaton's Intellectual, Sec. on Written Arithmetic. Introductory Geography and Grammar, 47—56.†
Adv 'nc'd class	Fourth Reader. Common School Arith. Modern Geography. Grammar.	Fourth Reader. Common School Arith. Modern Geography. Grammar.	Fourth Reader. Common School Arith. Modern Geography. Grammar.

GRAMMAR SCHOOL.

1st.	Fourth Reader. Eaton's Intel. Eaton's Common School. Modern Geography. Grammar, with Parsing.	Fourth Reader. Eaton's Intel. Eaton's Common School. Modern Geography. Grammar, with Parsing.	Fourth Reader. Eaton's Intel. Eaton's Common School. Modern Geography. Grammar, with Parsing.
2nd.	Fifth Reader. Eaton's Intel. to end. Eaton's Common School to Involution. United States History. Gram'r, An'l'sis, Pars'g.‡	Fifth Reader. Eaton's Intel. Reviewed. Eaton's Common School. United States History. Grammar, Analysis and Parsing.‡	Fifth Reader. Eaton's Intel. Reviewed. Eaton's Common School to Involution. Modern Geography. Gram'r, An'l'sis, Pars'g.‡
Adv class	A thorough review of the studies of the Second Division of Grammar School.		

HIGH SCHOOL.—General Department.

1st.	Arithmetic. Latin Lessons. English Grammar and Analysis.	Algebra. Latin Lessons. English Grammar and Analysis.	Algebra. Latin Reader. U. S. History.
2nd.	Algebra. Latin Reader. General History.	Geometry. Cæsar. General History.	Geometry. Cæsar. Botany.
3rd.	Geometry. Virgil. Natural Philosophy.	Trigonometry. Virgil. Natural Philosophy.	Rhetoric. Virgil or Surveying. Natural Philosophy.
4th.	Intellectual Philosophy. Chemistry. Astronomy.	Intellectual Philosophy. Chemistry. Astronomy.	Moral Philosophy and Ev- idences of Christianity. Constitution of the U. S. Review of the Course.

HIGH SCHOOL.—Classical Department.

The scholars in this Department finish the first two years of the General Department, after that the course for them will be as follows:

3rd.	Virgil. Latin Prosody. Kuhner's Gr'k Grammar.	Virgil. Ancient Geography. Anabasis.	Virgil. Ancient History. Anabasis.
4th.	Cicero. Lat. and Grk Composit'n. Anabasis.	Cicero. Lat. and Grk Composit'n. Homer's Illiad.	Sallust. Lat. and Grk Composit'n. Studies Reviewed.

*At the discretion of the teacher,

†The lessons 1—25 are to be used as illustrations at the discretion of the teacher.

‡The parsing is to be wholly confined to rose sentences.

In all the Schools there shall be general exercises in Object Lessons, in Rapid Addition and Mental Arithmetic, in Singing and in Bodily Culture. Also, in Schools where there are scholars capable of profiting by such exercise, there shall be general exercises in Writing, in Composition, and in Declamation.

TABULAR VIEW OF THE SCHOOLS, TAKEN FROM THE REGISTER.

NAME OF SCHOOL.	LENGTH OF SCHOOL.			ATTENDANCE.						Visitors. Terms.						
				1st Term.		2d Term.		3d Term.								
	1st Term.	2d Term.	3d Term.	Total—Year.	1st Term.		2d Term.		3d Term.		No. under 5 years.	No. over 15 years.				
					No. Scholars.	Average.	No. Scholars.	Average.	No. Scholars.	Average.						
M. D. M. D. M. D. M. D.	M. D. M. D. M. D.	M. D. M. D. M. D.	M. D. M. D. M. D.	M. D. M. D. M. D.	M. D. M. D. M. D.	M. D. M. D. M. D.	M. D. M. D. M. D.	M. D. M. D. M. D.	M. D. M. D. M. D.	M. D. M. D. M. D.	1st	2d	3d			
Punchard School,	3-2	3-5	3-6	9-13	39	38 1-2	51	50 1-8	49	47 3-4	10	11	11	42	23	51
Central Grammar School,	2-12	2-8	3-5	8-5	56	51	61	57 1-2	60	56 3-7	1	1	1	2	28	27
Central Intermediate,	2-12	2-9	2-10	7-11	53	48	50	44	52	46 1-5	1	1	1	3	37	26
“ Primary,	2-12	2-9	2-10	7-11	95	79	76	62 2-3	66	51 4-9	1	1	1	1	15	9
Phillips School,	2-14	2-9	2-14	7-17	84	63 2-3	70	53 8-9	70	57 6-7	3	4	4	1	19	30
Village Intermediate,	2-12	3-3	2-10	8-5	51	45 1-2	42	34 1-6	54	46 7-9	7	3	4	1	11	23
“ Primary,	2-12	3-3	2-10	8-5	79	65	64	53	67	59	3	3	4	1	10	9
Scotland School,	2-10	3-3	3-7	8-10	39	32	36	30	26	23	1	1	1	2	25	20
Holt “	2-15	2-3	3-7	18	46	34	43	32 6-7	30	24 1-3	8	4	1	1	27	15
Ballardvale Grammar,	2-15	2-10	2-13	7-18	63	50	52	42	43	36	2	2	2	1	18	18
“ Intermediate,	2-15	2-10	2-13	7-18	54	46	50	45	55	46	3	1	1	1	7	8
“ Primary,	2-15	2-10	2-13	7-18	81	76	88	80	63	56	30	21	34	34	2	2
West Centre,	2-11	2-2	3-7	17	45	39	41	33 1-3	42	34	1	1	1	1	2	4
Frye Senior,	2-12	3-3	2-10	8-2	34	26 4-7	24	21	18	17	3	1	1	1	1	1
“ Primary,	2-12	3-3	2-10	8-2	54	48	57	51	46	42	3	1	1	1	1	1
Osgood School,	2-15	2-5	3-7	8-10	28	26	28	25	25	22	1	1	1	1	1	1
Bailey “	2-5	2-10	3-7	18	25	19 1-2	22	18 1-2	32	24 1-2	2	2	2	2	2	2
Abbott “	2-10	2-5	3-7	15	7	5 7-8	7	6 1-3	12	10 3-4	2	2	2	2	2	2
North “	2-13	2-3	3-7	18	14	10 2-3	11	9 5-6	15	13 1-2	2	2	2	2	2	2
Totals,	50-9	40-5	53-7	8-1	957	904 1-4	873	748 2-3	825	714	30	21	3	22	17	38

TEACHERS AND WAGES.

				From Fund.	From Town.	Total.
Punchard School, Principal	W. G. Goldsmith,	3 terms,		\$1,000 00	\$250 00	\$1,250 00
1st Assistant,	S. S. Richardson,	1 term,		134 00	67 00	201 00
" " "	Parthenia H. Wilder,	2 terms,		266 00	150 00	416 00
2nd " " "	Abby S. Hervey,	3 "		280 00	100 00	380 00
Music Teacher, -	A. B. Carter,	3 "		75 00	33 00	108 00
Central Grammar School,	Mary B. Richardson,	3 "		450 00		450 00
Central Intermediate,	Minnie C. Russell,	3 "		26 00		26 00
" Primary,	Laura M. Chandler,	2 "		29 00		29 00
Phillips District,	C. A. Findley,	2 "		28 00		28 00
Village Intermediate,	C. K. Clough,	2 "	2 weeks,	28 00		28 00
" " "	Abby R. Worthly,	3 "	8 "	24 00		24 00
" Primary,	Mary F. Merrill,	3 "		28 00		28 00
Scotland District,	Margie B. Tenney,	3 "		28 00		28 00
Holt " "	Julia M. Brown,	3 "		36 00		36 00
Ballard Vale Grammar,	H. M. Richardson,	3 "		28 00		28 00
" Intermediate,	Abbie A. Richardson,	3 "		24 00		24 00
" Primary,	Susie V. Thurston,	3 "		28 00		28 00
West Centre District,	P. Eliza Holt,	3 "		28 00		28 00
Frye, Senior,	Mary E. Merrill,	3 "		28 00		28 00
" Junior,	Mary S. Ross,	3 "		30 00		30 00
Osgood District,	M. A. Whitehouse,	3 "		28 00		28 00
Bailey " "	Abbie P. C. Burt,	1 term,		24 00		24 00
Abbott " "	Hannah R. Bailey,	2 terms,		24 00		24 00
" " "	Fannie A. Hardy,	2 "		24 00		24 00
North " "	H. M. Abbott,	2 "		26 00		26 00
				1 term,		132 00
				1 term,		193 20

TABULAR VIEW OF THE SCHOOLS.
TAKEN FROM RECORD BOOKS.

FALL TERM.	PRIMARY AND INTERMEDIATE DIVISIONS.										GRAMMAR SCHOOL DIVISIONS.				PUNCHARD SCH'L DIV.				Irregular		Total No. Scholars in all the Schools.														
	1st Div.		2d		Div. 3d		Div. 4th		Div. 5th		Advanced Class.		1st Division.		2d Division.		In all the Dist. Schools.		Totals.			1st Division.		2d Division.		3rd Division.		4th Division.		Total.		Dist. Schools.	Gram'r Sch'l.	Punch'd Sch'l.	Total.
	Total No.	No. 5 yrs. old and under.	Total No.	No. 6 yrs. old and under.	Total No.	No. 7 yrs. old and under.	Total No.	No. 8 yrs. old and under.	Total No.	No. 9 yrs. old and under.	Total No.	No. in Dist. Schools.	No. in Cen. Schools.	Total in all the Schools.	No. in Dist. Schools.	No. in Cen. Schools.	Total in all the Schools.	In the Dist. Schools.	In the Cen. Schools.	Total in all.		2nd Division.	3rd Division.	4th Division.	Total.										
South Centre District,	25	12	26	10	22	11	28	6	17	5	6	19	19	30	14	4	20	3	3	30	14	4	20	3	3	2	2	2	2	2	3	174			
Village District,	45	19	11	5	1	10	18	3	13	2	4	2	2	4	2	4	16	4	2	4	16	2	2	1	3	11	1	3	1	2	2	112			
Phillips "	17	11	15	1	10	1	22	6	8	1	5	5	5	11	2	2	11	11	2	16	16	2	1	3	11	1	3	1	1	2	2	94			
Ballardvale District,	43	18	23	13	35	8	21	11	14	4	18	6	1	13	7	7	13	7	13	13	13	2	1	4	1	4	1	1	1	2	2	13	172		
Frye District,	23	8	14	2	18	1	11	6	6	5	5	2	1	3	2	2	5	2	2	3	5	2	2	2	2	2	2	2	2	2	2	2	36		
Scotland District,	8	4	7	4	2	1	2	1	3	3	3	3	1	4	1	4	5	4	2	5	6	2	2	2	2	2	2	2	2	2	2	6	48		
Holt "	14	7	7	1	3	1	9	1	4	3	8	2	1	2	2	2	2	2	2	2	2	1	1	1	1	1	1	1	1	1	1	1	30		
Osgood "	3	2	7	5	8	1	1	2	9	4	2	1	1	1	1	1	2	2	1	3	3	1	1	1	1	1	1	1	1	1	1	1	23		
Bailey "	3	1	1	1	4	3	9	3	3	2	6	1	1	1	3	3	3	3	3	3	3	1	1	1	1	1	1	1	1	1	1	1	9		
West Centre District,	8	3	3	2	7	1	4	1	1	1	2	1	1	1	1	1	3	1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	43		
Abbott District,	1	1	1	1	3	1	3	1	3	1	1	3	3	3	3	3	3	3	3	3	3	1	1	1	1	1	1	1	1	1	1	1	9		
North	1	1	1	1	2	1	3	1	3	1	1	3	3	3	3	3	3	3	3	3	3	1	1	1	1	1	1	1	1	1	1	1	11		
Totals,	190	75	121	43	129	29	117	27	77	19	59	15	29	61	30	10	91	30	61	91	30	30	14	4	20	3	3	2	2	2	2	2	835		
WINTER TERM.																																			
South Centre District,	19	8	24	7	23	9	31	6	15	4	6	19	19	29	13	4	29	13	4	29	29	13	4	29	5	5	1	6	1	6	1	6	166		
Village District,	30	6	14	2	41	9	11	6	15	3	10	2	2	2	2	2	15	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	125		
Phillips "	12	10	16	1	11	1	20	1	9	1	10	10	5	15	6	6	15	6	6	15	15	6	6	6	6	6	6	6	6	6	6	6	95		
Ballardvale District,	26	20	25	14	50	14	16	6	15	1	12	6	6	10	11	3	11	3	2	11	11	3	2	5	17	1	1	1	1	1	1	1	160		
Frye District,	9	6	20	8	17	1	9	5	5	5	3	3	2	4	7	7	5	5	5	5	5	2	2	2	2	2	2	2	2	2	2	2	69		
Scotland District,	5	1	5	1	1	1	1	1	5	1	3	4	1	5	3	4	7	7	7	7	7	2	2	2	2	2	2	2	2	2	2	2	31		
Holt "	4	2	4	3	1	1	12	5	3	2	2	4	1	2	1	1	9	1	2	9	9	1	1	1	1	1	1	1	1	1	1	1	36		
Osgood "	3	3	3	3	3	10	3	8	10	1	8	2	1	2	1	1	9	1	2	9	9	1	1	1	1	1	1	1	1	1	1	1	23		
Bailey "	3	5	5	4	5	3	8	1	10	5	3	5	5	10	10	10	10	10	10	10	10	13	9	13	9	9	9	9	9	9	9	9	31		
West Centre District,	3	9	9	3	5	8	3	1	5	5	6	1	1	7	7	7	11	1	1	12	12	1	1	1	3	10	2	1	1	1	1	1	44		
Abbott District,	3	3	3	3	3	1	3	1	2	4	4	2	2	2	2	2	4	4	4	4	4	1	1	1	1	1	1	1	1	1	1	1	13		
North	1	1	1	1	3	1	3	1	2	4	4	2	2	2	2	2	4	4	4	4	4	1	1	1	1	1	1	1	1	1	1	1	15		
Totals,	108	37	119	44	152	36	123	25	79	15	59	33	28	61	27	32	59	56	60	120	29	10	4	7	49	1	1	1	1	1	1	1	808		

CURRENT EXPENSES OF THE SCHOOL HOUSES FOR THE YEAR.

Name of the Schools.	Debt on the Dis- tricts at the be- ginning of the year.	Cash on hand to the credit of the Districts at the beginning of the year.	Expenditures during the year on account of previ- ous indebtedness.	Expenditures for the past year's expenses.	Total amount of money expended.	The Districts in- debted at the close of the year.	Credit to the Dis- tricts at the close of the year.
Gram. School,			\$41 22	\$164 51	\$164 51	\$164 51	
South Centre,				44 22	85 44	85 44	
Phillips,				9 65	9 65	9 65	
Village,		\$4 67	2 85	13 44	16 29	11 62	
Ballard Vale,		657 29	625 00	17 99	642 99		\$14 30
Scotland,		7 55		30 44	30 44	22 89	
Holt,			6 30	6 49	12 79	12 79	
West Centre,		49 00	43 43	2 63	46 06		2 94
Frye,		2 76		24 65	24 65	21 89	
North,		2 17		6 92	6 92	4 75	
Abbott,				2 43	2 43	2 43	
Bailey,		70		2 14	2 14	1 44	
Osgood,		26		18 60	18 60	17 34	
Totals,		\$724 40	\$718 80	\$344 01	\$1,062 91	\$354 75	\$17 24
Town voted for contingent expenses,							- 200 00
School Committee appropriation from State Fund,							57 71
Debt on School Houses, -							- 79 80
Balance,							\$354 75

TOTAL EXPENDED FOR FREE SCHOOLS IN ANDOVER.

Vote of Town for Schools,	-	-	-	-	-	-	\$4,500 00
" " Punchar School,	-	-	-	-	-	-	500 00
Expended for School Houses,	-	-	-	-	-	-	1,062 91
Received from North Andover, and paid to Punchar school teachers,	-	-	-	-	-	-	100 00
Paid from State Fund,	-	-	-	-	-	-	173 13
" Punchar Fund,	-	-	-	-	-	-	2,376 76
Phillips Fund,	-	-	-	-	-	-	60 00
Proprietor's Fund,	-	-	-	-	-	-	84 00
Holt Fund,	-	-	-	-	-	-	20 00
School Committee Report,	-	-	-	-	-	-	88 00
" " salaries,	-	-	-	-	-	-	205 00
" " printing,	-	-	-	-	-	-	16 00
Total,	-	-	-	-	-	-	\$9,185 80

CURRENT EXPENSES OF THE SCHOOLS,
FOR THE PAST YEAR.

NAME OF SCHOOL.	TOTAL AMOUNT AVAILABLE.					TOTAL AM'T EXPENDED.			
	From Town.	From Funds.	On hand from last year.	Overpaid last year.	Total Available.	Paid Teachers.	Paid Fuel.	Paid other Expenses.	Total Expended.
Grammar School, -	587 00				587 00	516 35	50 56	29 50	596 06
South Centre, -	509 00	7 00	1 09		517 09	450 35	67 58	10 00	525 58
Phillips, - - -	325 00	7 00	71		332 71	291 62	23 52		315 14
Village, - - -	464 00	37 00		7 45	493 55	371 00	80 00	8 00	459 00
Frye, - - -	476 00	37 00	7 07		520 07	462 00	50 46	2 69	515 15
Scotland, - -	235 00	27 00	24 51		286 51	246 80	35 67	4 50	286 97
Holt, - - -	243 00	7 00	25		250 25	221 20	21 00	4 00	246 20
Ballardvale, -	720 03	7 00	8 86		735 86	695 00	48 00	10 25	753 25
West Centre, -	220 00	7 00	29 51		256 51	219 00	34 25		253 35
Osgood, - - -	267 00	7 00		5 75	268 25	241 80	24 30		266 10
Bailey, - - -	212 00	7 00	51 38		270 38	224 00	22 38		246 38
Abbott, - - -	217 14	7 00		13 41	210 73	198 00	20 75		218 75
North, - - -	198 00	7 00	1 46		206 46	192 00	15 00		207 00
Totals, - - -	4673 14	164 00	124 84	26 61	4935 37	4329 12	487 07	73 94	4890 13

Appropriation from Town for Schools,	\$4,500 00	Paid to teachers,	\$4,329 12
“ “ State School Fund,	173 14	“ for fuel,	487 07
“ “ Proprietors’ “	84 00	“ other expenses,	487 07
“ “ Phillips “	60 00		
“ “ Holt “	20 00	Total,	\$4,890 13
On hand at beginning of the year, \$124 84		Cash on hand,	45 24
Deduct debt of Districts,	26 61		
	98 23	Bal.,	\$4,935 37

Total, \$4,935 37

VOTES OF THE TOWN AT THE ADJOURNED MEETING.
HELD MARCH 25TH, 1867, AT 12 M.

V O T E D I .

That there be added to the School Committee three members, to be elected each year according to law, and that to the School Committee shall be assigned the duty to settle up the accounts of the districts now abolished, and to make such improvements in the school property as they may think proper, with power to buy or sell or build, and also to keep insured and in repair the school property of the town.

Provided that they shall, at the annual town meeting, report, together with their accounts for the past year, an estimate of what is needed for the ensuing year, and the purposes for which it is needed.

Provided, also, that in the expenditure of the money they shall, so far as possible, equalize the school accommodations throughout the town in accordance with the old district lines.

V O T E D I I .

That the sum of \$2500, be appropriated and assessed on the town this year, to meet the expenses of the school-houses, and that the treasurer be authorized to hire for this purpose a sum additional, not exceeding \$3500.

Provided that the money shall be paid out only on Selectmen's orders, and on satisfactory vouchers, duly signed by some man appointed for that purpose by the School Committee.

V O T E D I I I .

That the Central Grammar School be provided for, together with the other schools of the town.

The School Committee for the year are now Daniel C. Litchfield, Benjamin B. Babbitt, elected for three years. Henry S. Greene, Perry M. Jefferson, elected for two years. Samuel H. Boutwell, N. P. Berry, elected for one year.

R E P O R T

OF THE

SCHOOL COMMITTEE

OF THE

TOWN OF ANDOVER,

FOR THE YEAR 1867-'68.



LAWRENCE :

AMERICAN OFFICE—GEO. S. MERRILL & CO., STEAM PRINTERS.

No. 120 ESSEX STREET.

1868.

TO THE PEOPLE OF ANDOVER.

The schools having closed their sessions for the year, it becomes the duty of the School Committee to make their

ANNUAL REPORT.

The Committee are profoundly grateful to the citizens of the town for the unfaltering and cordial support accorded to them during the past year. They have been sustained with great readiness in the exercise of the new powers conferred upon them through the consummation of that change in the school system, which has at last been perfected beyond possibility of any backward movement. The Committee would also acknowledge the interest, and the wise and careful watchfulness of the Selectmen of the town in respect to those matters relating to the schools which have been intrusted to their care during the past year. To their prudent action and advice, we doubt not, it is due that the vital change which has been made in our school system has been effected with so little friction, indeed with much less than usually disturbs the regular history of the schools in other towns during common years.

The tax which was levied, and the apportionment thereof, as well as the credits allowed to the several districts, were so entirely satisfactory as to give rise to no serious objections in the minds of any of the tax-payers in any part of the town.

Most of the time of the School Committee has been employed in caring for the material interests of the schools, in getting the school-houses into order, and in providing suitable accommodations for the scholars. The new school-house in Osgood District we hope will be a pattern, so far as convenience and appointments are concerned, for the school-houses that are absolutely demanded, and we trust will soon be built, in both the Bailey and the Holt Districts. The Grammar School building, it is also hoped, will meet the wants of the town for several years to come.

We deem it unfortunate for the interests of the schools that the full sum of money, for which we asked in our Partial Report to the March meeting, was not granted, for the erection of two new school houses; especially as it will be impossible for either the Selectmen or the School Committee to give entire satisfaction to either themselves or the town by whatever course they may pursue in the location of the one new school-house provided for at that time. It might be well for the town to review their decision at some special meeting to be held before long, as well as to determine who shall have the care of the erection of the new building or buildings, the Selectmen or the School Committee.

The following Financial Report of the School Committee was printed in the Auditor's Report for the year:—

ANNUAL SCHOOL ACCOUNT.

On hand, to the credit of the several Schools, as per Auditor's Account, Feb. 15, 1867,	-	-	\$1,578 05
Appropriation as per vote of Town, March 1867,	-	-	5,500 00
“ from Town Funds,	-	-	144 00
“ from funds held by the State,	-	-	345 30
Total available funds for the year,			\$7,567 35
Expenses of the Schools, as far as paid, up to Feb. 17, 1866,	-	-	\$5,748 25
Cash on hand to meet expenses of Winter Term,			\$1,819 10

This amount, we think, will be ample to cover all the expenses of the schools for the current year, as yet unpaid. During the past year the Committee have not seen their way clear to that enlargement of school facilities at Ballard Vale which it was thought would be required, as for many other reasons, so also because the business interests centered there have been in a fluctuating condition. Should the population become permanently increased in that village, it will be necessary to have another teacher added to the force already employed in the schools there.

The increased amount voted by the town at its last meeting has been expended by increasing the length of the schools. Last year the average gross length of the schools was eight months and one day. This year the Committee have provided for nine months from the funds of the town.

In the Village District (Abbott Village) we have been compelled to have a school for children who

have been turned out of the factory under the law of the State, because they had not been at school for three months during the past year. Some of these children, though still under fifteen, had not been in school for three years. There were forty of them thrown upon the Intermediate School of that district in one week. This school has been a heavy expense, as it has been necessary to continue it a second term in consequence of there being no work for the scholars in the mill.

The Grammar School has increased from 60 scholars, last year, to nearly 90 scholars the past winter. Of these a good proportion are from the outer districts, and some are from the factories, while many have never attended public school before. The prospect is that this school will rather increase than diminish. The result will be that the expense will increase.

Looking then to the necessity of having a male teacher in the Grammar School, and the probable increase of scholars in the Ballard Vale schools, as well as to the fact that all around us teachers are getting higher salaries than with us, while board is higher here than in most country towns, we do not feel that we should be faithful to the interest committed to our care if we asked this year for less than \$6000.

Last year the School Committee were authorized to settle up the district accounts, to make improvements in school property, with power to buy, sell, and to keep in order and repair the school property.

We have to report the following expenditures on this account:

For the Osgood School House and furniture,	\$1,810 35
For the Grammar School property, first cost,	\$1,497 55
For well and pump,	116 75
For the alteration of buildings,	1,507 07
For furniture,	197 26
	<u>\$3,318 63</u>
Incidental expenses, (including insurance, \$200 00)	\$387 89
(Insured Grammar School, Ballard Vale, Osgood and Frye.)	
Improvement on all the School Houses, shingling South Centre and Frye District School Houses, pumps at Village, South Centre and Frye.	
Blackboards, plaster work, and whitewashing in all the School Houses, total,	\$914 57
Total expenditures,	<u>\$6,431 44</u>

The coming year the School Committee would recommend the erection of two new School Houses, one in Bailey District, and one in Holt District, to cost about \$1,800.00 cash; total, \$3,600.00.

Also, that the work of repairing and properly furnishing all the school houses in the town, up to the standard of the one erected in the Osgood District, be carried out, and that there be appropriated the sum of \$1,400.00 for this and other incidental expenses of the schools, making in all for the school houses, \$5,000.00.

In reply to the recommendations of the School Committee, the town, at the annual meeting, voted \$7,200 for the schools, of which \$700 were to be applied to the High School, and \$3,200 for school-houses, providing for but one school-house.

TEACHERS.

The Annual Examination for teachers, last Spring, resulted in our approving the following :—

P. J. Ladd, Lawrence ; J. M. Mann, Salem ; Mary E. Gile, Hannah B. Abbott, Ellen T. Brown, Sarah E. Holt, Ellen M. Waldo, Andover.

Of these, we engaged Miss Gile as substitute in the Village School, Miss Ellen T. Brown and Hannah B. Abbott have acted as assistants in the Grammar School, and Miss Sarah E. Holt taught in the West Centre during the Summer.

In the hiring of teachers we have been governed by a careful prudence the past year, and yet we have with difficulty kept our expenditures within our resources. But we have, we think, advanced a step or two. We have fixed the length of the schools at three terms of 12 weeks each, as a regular rule for the usual sessions for the year, to be lengthened by the funds of the town as opportunity may offer. We have also fixed the salaries of the teachers at a point where we may know how to advance or recede, and where the town may act understandingly upon the usual appropriations to the schools.

In the hiring of our teachers, as the salaries are advanced it should be made the policy of the Committee to advance the standard of the qualifications demanded in the teachers of our schools. Desiring as we do that our teachers shall be hired from among those who are native and resident, we feel bound to suggest that we shall give preference to those who have enjoyed the advantages of a full

course in a Normal School ; and here we would recommend to those who are expecting to apply to be approved as teachers in Andover to seek the instruction which such schools can furnish.

However deficient our present system of education may be, we have great hope for reform in our methods of teaching through the processes taught at our State Normal Schools, and we are happy to believe that these processes are at present verging, gradually and surely, toward the establishment of a practical and highly satisfactory system of intellectual training and moral discipline, by which many of the evils that now disfigure our school system will be corrected in the future.

These schools are eminently valuable, not merely because they impart the necessary instruction in science and philosophy to furnish the minds of our teachers with knowledge, but because they also impart instruction in the methods of teaching. Moreover, in their course of instruction, these schools afford to their scholars many opportunities for acquiring a valuable experience in the art of teaching, as it is a part of the routine work of every Normal School to place the scholars themselves in the teacher's desk, and to accustom them to manage the recitations the same as they will be required to do when they themselves shall have charge of their schools.

REPORT OF THE SEVERAL SCHOOLS.

Schools Located in the South Parish.

PUNCHARD SCHOOL.

Principal, William G. Goldsmith; First Assistant, Parthenia B. Wilder; Second Assistant, Abby O. Hervey.

The Town of Andover is highly favored in the provision which is made for its High School, in all particulars. Relieved, as its property is, of the heavy burden of tax which rests upon other towns who are compelled by the law of the State to support such a school, its citizens can not be unwilling to pay the small sum which is now necessary to sustain the school in its present excellent condition. Moreover, the school is presided over by one of our own fellow townsmen, whose interests are thoroughly interwoven with those of his native town, and whose capacity to teach with credit to himself and advantage to his pupils has been fully tested by a long and successful service. The assistant teachers, we are sure, also have secured the entire confidence of all who have watched over the interests of this excellent school.

During the past year we are glad to notice the fact that the number of scholars has been better sustained than ever before. The school, this year, has lost but three scholars between the Fall and Winter term (last year the loss was thirteen).

We are glad to know the fact that there has been organized an Alumni Association among the graduates of this school. This Association, we have no doubt, will be the means, not only of securing many pleasant re-unions among the scholars who attend this school, but also of establishing its interests in future years upon a secure foundation.

The attendance on the Punchard School may well be spoken of with pride. It can not be excelled, and the past year it has been above the average of its usual excellence. Thus, in the Summer term, 41 out of 53 were neither absent nor tardy, and the average attendance was 52 3-8. In the Fall term 35 out of 60 were neither absent nor tardy, and the average attendance 59 3-7. In the Winter term, 34 out of 57 were neither absent nor tardy, and the average attendance was 56 3-7.

During the year, fourteen scholars were neither absent nor tardy, as follows: Susan R. Carter, Ella F. Merrill, Emma L. Parker, Laura F. Pasho, M. Lizzie Upton, J. W. Morrison, Annie F. Foster, Agnes H. Donald, Irene S. Wardwell, Mary E. Jones, Mary Gray, Emma J. Shannon, C. Fanny Callahan, Ella S. Jenkins. Of these, J. W. Morrison of Ballard Vale has kept this record for two years.

The graduates from the school were Clarence H. Berry, Mary J. Jenkins, Lizzie B. Abbott, Laura S. Tenney, Carrie B. Holt, S. J. Abbott, H. A. Cowdery, Mary M. Crosby, Mary A. Manning, Mary E. Holt, of whom the six first in order were perfect in attendance for the portion of the year during which they were in school.

CENTRAL GRAMMAR SCHOOL.

Principals, Miss Mary B. Richardson, two terms, Mr. H. Chapin Sawin, one term; Assistants, Miss E. T. Brown, one term, Miss H. B. Abbott, two terms.

During the past year this school has assumed its true position among the schools of the town, and become firmly established. Its standard has been a high one. Its first teacher, Miss Richardson, infused her own spirit into its organization, and materially assisted in the formation of its character. On the final resignation of Miss Richardson, at the close of the Spring term, the School Committee passed the following Resolutions :—

Whereas, Miss Mary B. Richardson has resigned the charge of the Central Grammar School, therefore

Resolved, that we accept her resignation, and in so doing we would express our unfeigned satisfaction at the success of her labors in the organization and instruction of the schools under her charge, and that we would recommend her as a teacher of rare accomplishments and abilities.

Resolved, That we lament the necessity which compels her resignation, knowing, as we do, that her faithfulness in our service has overtasked her energies, and that we hope a short time for rest will place her in a condition to resume the work of her calling.

The Committee were exceedingly fortunate in securing the services of Mr. H. Chapin Sawin for the remainder of the year, and also, at least, for the Summer term now commenced. This school is in fact the keystone of our educational arch ; and we trust that since it is now in its place the work of our public schools in Andover will become more and more perfect in their methods and results.

During the past year we found ourselves very unexpectedly in a position where we could purchase profitably for the town the property formerly occupied

by the Universalist Society. It was not altogether such a location as the Committee would have selected on which to build a new school-house, the lot being too small for the number of scholars that would probably attend the school, but it was a central location, it could be obtained at a small price, and would furnish all needed accommodations for some years to come. The only alternative to this was to build a new school-house, and it had become apparent that many were already proposing that alternative. To this there were at least two serious objections: first, the financial condition of the town; second, the impossibility of determining at present what would be the prospective wants of the town in respect to the Grammar School.

For these reasons, having taken counsel of many of the leading citizens of the town, among whom were the Selectmen, who, with most of the others consulted, were very urgent that we should seize upon this favorable opportunity to give to the Grammar School a solid foundation at a very small expense to the town, we determined that it was best to make the proposed purchase, and did so by virtue of the power given us at the last annual meeting, and have fitted up the building as a very convenient school-room for the purposes of the school.

The attendance at the Grammar School has been remarkably good.

Of 58 scholars the Summer term, 28 were neither absent nor tardy.

Of 81 " " Fall " 30 " " " " "

Of 84 " " Winter " 23 " " " " "

Of the scholars now in school, ten have been neither absent nor tardy during the whole year, namely: Sarah A. Barnett, Chas. A. Gleason, Clara F. Howarth, Gertie Wardwell, Mary L. Morse, A.

Maria Tibbetts, Sarah Stimpson, Albert Holt, Charles Shattuck, Edward Smart. The first of these, Miss SARAH A. BARNETT, has not been tardy nor absent FOR FIVE YEARS, a record, we think, which can hardly be equalled by any scholar in the State. Mr. Charles A. Gleason has preserved the same record for three, and Clara F. Howarth for two years.

SOUTH CENTRE DISTRICT.

Intermediate Department, Miss Minnie C. Russell, Teacher.

The arrangements which were made last year for the more perfect grading of the schools in this district have proved very successful in securing the object intended, and we have to report this year the same order and spirit as marking this school with excellence which were mentioned last year as worthy of praise.

The attendance in the Intermediate School has been good.

Out of 46 scholars in Summer term, 12 were neither absent nor tardy.

"	58	"	Fall	"	21	"	"	"	"	"
"	52	"	Winter	"	18	"	"	"	"	"

Of these, only two scholars, William Stickney and Henry Palmer have preserved a perfect record during the whole year. Master Stickney has been thus perfect for three years.

Fanny Shannon, of this school, took a first prize at the spelling match.

Primary Department, Miss Laura M. Chandler, Teacher.

Under this experienced, conscientious, and wide awake teacher, this school still maintains its high position. The scholars in this school are gaining the first elements of an education in a manner which will tell upon their further progress with most excellent effect. The teacher still adheres, very wisely, to the system of object teaching, and gymnastic exercises,

with great success. This school is too large for one teacher, and not large enough for two, hence the teacher has been assisted by her sister, Miss Frances E. Chandler, who has given part of her time.

The record of attendance in the Primary School presents the following noticeable facts:

Out of 95 scholars in Summer term, 7 were neither absent nor tardy.

"	78	"	Fall	"	7	"	"	"	"	"
"	72	"	Winter	"	6	"	"	"	"	"

None were perfect in attendance during the whole year.

PHILLIPS DISTRICT.

Teacher, Miss C. A. Findley.

The condition of this school is excellent in many respects. It is one of the largest and most important schools in town. It is, in fact, too large for one teacher, though not large enough for two teachers. The assistant teacher, Miss H. Hervey, attends only half of the time. The scholars have made considerable progress, but would have done better had the attendance been more regular.

Out of 75 scholars in Summer term, 5 were neither absent nor tardy.

"	68	"	Fall	"	2	"	"	"	"	"
"	64	"	Winter	"	3	"	"	"	"	"

None were perfectly correct during the whole year.

VILLAGE DISTRICT.

Intermediate Department, Teachers, Miss Mary E. Merrill, one term, Miss Charlotte H. Abbott, two terms.

The first term of the year this school enjoyed the experienced care and instruction of Miss Merrill, and with no impediments in the way of its progress, made most excellent advancement. Miss Merrill, however,

having received a call elsewhere, the Committee placed Miss Abbott in charge of the school. Under her instruction the school has received earnest and careful instruction, and the scholars are evidently making good progress. But the school has been much more irregular than during the Summer term, because of the derangements which happened to it through the discharge of a large number of scholars from the factories. These having been provided for elsewhere, the school has proceeded with a good degree of success and promise. It is evident to the Committee that Miss Abbott is laboring with great wisdom and promise of success in bringing this school up to its true standard.

Out of 71 scholars in Summer term, 36 were neither absent nor tardy.

"	54	"	Fall	"	3	"	"	"	"	"
"	54	"	Winter	"	5	"	"	"	"	"

Of these, Almena C. Abbott and Laura Anderson have a clean record for the past year. Miss *Almena C. Abbott* has kept the same record for three years. Delia Abbott has been neither absent nor tardy for two years, with the exception of a day and a half during one of the fiercest snow storms of the past winter. Attention is called to the record of the Summer term to show that this matter of regular attendance is controlled in part by the teacher. In this case Miss Merrill, who had been accustomed to have a remarkable record of attendance in her former school in Frye Village, was able to secure in this school the same result.

Primary Department, Teachers, Miss Mary F. Merrill, and Miss Mary E. Gile part of the Fall term.

This school has not this year been as large as last year. This is due to the success of the plan of grading the schools, by which the scholars are now carried along from the Primary to the Intermediate school with so much regularity that there is a far better state of things in this school now than heretofore,

and a closer equality between these two schools as to numbers than there was last year. Of Miss Merrill's success as a teacher we can but speak in the same terms of praise as for the past two years.

Out of 71 scholars in Summer term, 10 were neither absent nor tardy.

"	61	"	Fall	"	9	"	"	"	"	"
"	49	"	Winter	"	2	"	"	"	"	"

Of these, Ellen Macintosh and Lucinda Anderson have a clean record for the year.

THE MILL SCHOOL.

Teacher, Miss Lizzie Tuxbury.

During the Fall term there were discharged from the factories in Abbott Village nearly forty scholars, who were entitled to the privilege of the schools, some of whom had been long out of school. It was soon apparent that such an influx into the schools of undigested materials would entirely demoralize them. It was therefore arranged that the smaller school-house in this district should be fitted up for them, and a teacher appointed to take special charge of them.

The school has been an extremely difficult though most interesting one, and we are happy to record the fact that the teacher, Miss Tuxbury, has been entirely successful in the discharge of her difficult task. The scholars are now at work again in the factory, or are absorbed in the other schools in town.

It is, however, one of the problems of our public school system in this and other manufacturing towns, to determine what shall be done with those scholars who are compelled to work a part of the time in the factories.

Out of 39 scholars in Fall term, 7 were neither absent nor tardy.

"	29	"	Winter	"	1	was	"	"	"	"
---	----	---	--------	---	---	-----	---	---	---	---

SCOTLAND DISTRICT.

Teacher, Miss Margie Tenney.

Miss Tenney has now served this school with acceptance for two years ; and we are glad to express our satisfaction at the evident improvement of the scholars under her teaching. It is our desire to continue all the teachers engaged in our schools so long as they do good service. Moreover, we are satisfied that if all our teachers will retain their first interest in their schools, and give themselves to their important trusts with all zeal, they will then show themselves fully equal to their position. Teachers must be careful as they gain experience not to lose their interest, for then they will surely lose ground as teachers. Patience and perseverance have told with advantage upon the best interests of this school.

Out of 26 scholars in Summer term, 7 were neither absent nor tardy.

"	20	"	Fall	"	6	"	"	"	"	"
"	30	"	Winter	"	5	"	"	"	"	"

Abbott Ewing and Alice M. Jaquith kept a perfect record during the whole year.

HOLT DISTRICT.

Teacher, Miss Catharine F. Fuller.

Miss Fuller entered upon the charge of this school at the beginning of the Summer term, and from that time there has been apparent a very commendable improvement in the school. The Committee present at the close of the winter term were highly gratified at the result of the examination. The prospects of the school are very fine under the present teacher.

Out of 59 scholars in Summer term, 1 was neither absent nor tardy.

"	57	"	Fall	"	2	were	"	"	"	"
"	42	"	Winter	"	5	"	"	"	"	"

Henry Gray, of this district, took a second prize at the spelling match.

BALLARDVALE.

Grammar School, Teacher, Miss H. Maria Richardson.

This has been a year of great difficulty for this teacher, in consequence of the number of undisciplined scholars discharged from the factories to attend this school. This has been an exceedingly injurious element in the school, disordering all its arrangements, and embarrassing all its classes. Yet the examination of the school by the committee has given them great satisfaction, though as was expected there was great inequality among the classes and the scholars in the classes. When Miss Richardson returned to this school two years ago, and the Committee began the work of grading the schools in town, this school was found in the greatest disorder of any in town. During the intervening time Miss Richardson has done at least this good work, she has reduced the school to something like order, and its grade is now nearly perfect. We have been sorry to learn that this teacher has not retained the confidence of all the parents in the district, and that she declines to serve us as a teacher in this district. She has served in our schools about fourteen years. Miss Rosa L. Pratt has been engaged to supply her place.

Out of 41 scholars in Summer term, 4 were neither absent nor tardy.

"	48	"	Fall	"	5	"	"	"	"	"
"	52	"	Winter	"	5	"	"	"	"	"

Intermediate Department, Miss A. A. Richardson, Teacher.

This is a live school; teacher and scholars wide-awake and doing a good work. The examinations during the past year have shown very praiseworthy diligence on the part of both teacher and scholars.

Out of 57 scholars in Summer term, 3 were neither absent nor tardy.

"	56	"	Fall	"	4	"	"	"	"	"
"	52	"	Winter	"	4	"	"	"	"	"

Primary Department, Miss Susie V. Thurston, Teacher.

Though this school has been a very large one, numbering sometimes as high as one hundred scholars, yet it has proved a very successful school, and stands very high in regard to its attainments. The teacher has been wonderfully successful in grasping and holding all the little minds committed to her care, and in teaching them the elements of a good education. The school will compare favorably with any Primary School in town.

Out of 102 scholars in Summer term, 5 were neither absent nor tardy.

"	98	"	Fall	"	7	"	"	"	"	"
"	75	"	Winter	"	1	"	"	"	"	"

SCHOOLS IN WEST PARISH.

WEST CENTRE DISTRICT.

Teachers, Miss P. E. Holt, two terms, Miss S. Holt, one term.

The same steady and untiring devotion to her work which has ever characterized the efforts of Miss P. E. Holt in this school, was as successful as heretofore during the Summer and Winter terms in securing a good degree of improvement in all the classes. As she did not wish to teach during the Fall term, the Committee were fortunate in securing the services of Miss S. Holt, who seemed much interested in her school, and realized a good degree of success as the result of her labors. She succeeded in gaining the affections of her scholars, and at the examination received from them a handsome token of their esteem.

Out of 38 scholars in Summer term, 5 were neither absent nor tardy.

"	43	"	Fall	"	3	"	"	"	"	"
"	41	"	Winter	"	2	"	"	"	"	"

None preserved a clean record through the whole year. Georgiana Chase, of this district, took a first prize, and her sister, Theresa Chase, took a second prize at the spelling match.

FRYE DISTRICT SCHOOLS.

Senior Department, Miss Abbie M. Worthley, Teacher.

Miss Worthley found this school in excellent order, and has maintained it at its high standard. We have been very greatly pleased with the examinations of this school at the end of each term.

The record of attendance in this district has preserved its remarkable character during the past year fully up to that of preceding years.

Out of 23 scholars in Summer term, 10 were neither absent nor tardy.

"	35	"	Fall	"	10	"	"	"	"	"
"	38	"	Winter	"	11	"	"	"	"	"

Of these, George W. Poor, Matthew E. Henry, Bridget O'Keefe, and John M. Smith have preserved a perfect record for the whole year.

Junior Department, Mary J. Ross, Teacher.

This school has continued to maintain its high standard as heretofore as a Primary School. It is the banner school of the town in punctuality and regularity of attendance, and so of course in scholarship. The remarkable excellences of the schools in this district are due, without doubt, in a great degree to the interest which the parents show in them. The examinations have been well attended, and the number large.

Out of 55 scholars in Summer term, 26 were neither absent nor tardy.

"	55	"	Fall	"	20	"	"	"	"	"
"	47	"	Winter	"	23	"	"	"	"	"

Of these, Carrie Bradshaw, Maggie Phillips, Andrew Brown, Mary Morrison, Willie Leitch, Job McNab, Morris Donahue, Patrick Donahue, and Willie Morrison, have preserved a clean record during the whole year. This is the third year that CARRIE BRADSHAW has been neither absent nor tardy, and the second year for Maggie Phillips and Andrew Brown.

OSGOOD DISTRICT.

Miss M. Abby Whitehouse, Teacher.

This year has witnessed to a great change in the surroundings of the school in this district. The old uncomfortable and inconvenient house has been exchanged for one every way adapted to the wants of teachers and scholars.

For three years past this teacher has been identified with all the interests of this school. Her reputation as an efficient and successful teacher in this town is too well established to need in this report any added commendations from us. Although this school has been composed of the various materials usually found in district schools, the teacher has succeeded in rousing all the scholars, the dullest as well as the brightest, to a high degree of mental activity. Besides teaching the elementary studies, she has also found time to impart instruction in Algebra, Geometry, History. She also has had a fine class in Latin, who exhibited a good degree of proficiency in the elements of that language.

During the year the attendance on this school has fully preserved its high standard.

Out of 29 scholars in Summer term, 14 were neither absent nor tardy.

"	27	"	Fall	"	16	"	"	"	"	"
"	29	"	Winter	"	13	"	"	"	"	"

Ella A. Jefferson, Emma A. Jefferson, Frank Nickerson, George Nickerson, Sarah Jefferson and Eugene Jefferson have been neither absent nor tardy during the whole year. Of these, the first three have preserved this record for two years. Thaddeus Keneson, of this district, took a second prize at the spelling match.

BAILEY DISTRICT.

Teacher, Miss F. A. Hardy.

This teacher has manifested a good degree of interest throughout the year, and has produced results satisfactory, in a high degree, to the Committee. The examinations at the close of the Summer and Fall terms, were highly creditable, showing that the several classes had been under thorough instruction.

During the Winter term quite a large number of older scholars were in the school, and by their good behavior added much to the interest of the school, and commended the quiet and gentle but decided discipline of the teacher.

In consequence of the very sudden death of the teacher's father, the school was closed one week before the appointed time, without an examination.

From their visits during the term, the Committee were well satisfied that faithful and successful work had been done in the school.

Out of 29 scholars in Summer term, 1 was neither absent nor tardy.

"	32	"	Fall	"	1	"	"	"	"	"
"	36	"	Winter	"	5	were	"	"	"	"

Of these none were perfect throughout the year. Hannah Kenson, of this district, took a first prize at the spelling match.

ABBOTT AND NORTH DISTRICTS.

Teachers, Miss M. A. Saunders and Miss H. M. Abbott.

As the schools in these two districts were united during the Winter term, and probably will for the present remain so, we will unite them in our report.

The school in the Abbott District, during the Spring and Fall terms, was taught by Miss Saunders. This was her first attempt to teach. She did not

enjoy that sympathy and support of all the parents to which she was entitled, and so did not meet with that success which might have attended her labors. As it was, the school exhibited a good degree of improvement.

Miss Abbott, during the Summer and Fall terms, taught in the North District school house, and in the Winter term she taught the united schools of both districts. Her school has been, throughout the year, a very profitable one to all concerned, sustaining fully her previous reputation.

ABBOTT DISTRICT.

Out of 12 scholars in Summer term, 2 were neither absent nor tardy.

“ 10 “ Fall “ 0 “ “ “ “ “

NORTH DISTRICT.

Out of 11 scholars in Summer term, 1 was neither absent nor tardy.

“ 8 “ Fall “ 2 were “ “ “ “

UNION SCHOOLS.

Out of 19 scholars in Winter term, 2 were neither absent nor tardy.

Nathan R. Bailey, of the North District, preserved a clean record throughout the year.

TOWN FUNDS.

During the coming year the schools which will receive the benefit of the Phillips funds, are the Ballard Vale, the North, and the Abbott schools.

This fund will be paid for the next three years as follows:

NORTH PARISH.		SOUTH PARISH.		WEST PARISH.	
1868		1868		1868	
Pond District,	\$15	Ballard Vale,	\$30	North,	\$15
Kimball,	15			Abbott,	15
1869		1869		1869	
Farnham,	15	Scotland,	15	Centre,	15
River,	15	Holt,	15	Bailey,	15
1870		1870		1870	
Centre,	30	Village,	30	Frye,	30

THE SPELLING MATCH.

Mr. Draper again, this year, offered prizes for the best spellers, which were awarded at the close of a spelling match held on the 21st of February, in the afternoon.

The town hall was entirely filled at this spelling match, thus evincing the deep interest felt by the community, generally, in this annual gathering, which has become a permanent institution. Awards were made by the judges as follows:—

FIRST CLASS (UNDER TEN YEARS OF AGE).

First prize to Fanny Shannon, Centre District, nine years old, Home Twilight Stories, four volumes. This little girl was the smallest of her class.

Second prize to Theresa Chase, West Centre District, nine years old, a writing desk. She honorably won her post of honor. There were twenty competitors.

SECOND CLASS (UNDER TWELVE YEARS OF AGE).

First prize to Georgiana Chase, West Centre District, eleven years old; Fonthill Recreations, three volumes. This is a very bright little girl, and a sister of Theresa's, thus carrying two prizes into the same family.

Second prize to Thaddeus Keneson, Osgood District, eight years old; a portfolio. Forty competitors.

THIRD CLASS (AGE UNLIMITED).

First prize to Hannah Keneson, Bailey District, twelve years old; Oliver Optic's Woodville Stories, six volumes. Hannah is sister to Thaddeus.

Second prize to Henry Gray, Holt District, fifteen years old; a beautiful writing case. Fifty-four competitors.

The gifts bestowed by Mr. Draper were valued at \$25.00. At the conclusion of the exercises he received an enthusiastic vote of thanks, and responded in a few brief remarks, hoping to meet his young friends for a similar purpose next year. Many

excellent spellers participated besides those who received the prizes, but diffidence prevented quite a number of them from doing themselves justice. The affair was, altogether, a success, and much good is undoubtedly accomplished by bringing the scholars of the entire town together under such circumstances, and for such an object. Quite a number of persons from abroad were present, among whom we noticed G. E. Hood, Esq., Superintendent of Schools in Lawrence, and Abner J. Phipps, Esq., of the State Board of Education. The latter gentleman gave a lecture in the evening, at the town hall, upon Spelling. Although not fully attended, a number of teachers and others were present, and expressed their gratification with the lecture.

CONCLUSION.

In closing our report we pause to commend the teachers for their general good success and constant efforts in the work which they have in hand, and the scholars for their zeal in their studies, and for their diligence in attendance upon the schools. The attendance is in many cases remarkable, and in some, we believe, beyond what is reported in any other towns in the State. In some of the districts there has hitherto been a sad neglect of this most excellent virtue of punctuality, but we believe we see this year an improvement.

In the discharge of our own duties this year, it has been impossible for us to escape criticism, and we know we have made mistakes, but we have this consciousness: that we have tried to do our duty to the

best of our ability, and to make the best use of the opportunity which has been offered to establish the school system of the Town of Andover on a good and substantial foundation for all future time.

Signed by	B. B. BABBITT, CHAIRMAN,
	D. C. LITCHFIELD, SECRETARY,
	H. S. GREENE,
	N. P. BERRY,
	S. H. BOUTWELL,
	P. M. JEFFERSON.

APPENDIX.

TEACHERS AND WAGES.

Name of School.	Teacher.	Term of Service.		From Fund.	From Town.	Total.
		Months.	Days.			
Punchard, Principal,	W. G. Goldsmith,	9	13	\$1000 00	\$250 00	\$1,250 00
" " 1st Assistant,	P. H. Wilder,	9	13	400 00	150 00	550 00
" " 2d	A. S. Hervey,	9	13	275 00	100 00	375 00
" " Music Teacher,	Miss Carter,	9	13	64 00		64 00
Central Grammar, Principal,	Mary B. Richardson,	2	16		333 33	333 33
" " 1st Assistant,	*E. T. Brown,	2	18		48 00	48 00
" " 1st	†H. B. Abbott,	5	15		131 33	131 33
" " Intermediate,	Minnie C. Russell,	9	0 $\frac{1}{2}$	18 50	246 50	265 00
" " Primary,	†Laura M. Chandler,	9	0 $\frac{1}{2}$	18 50	332 50	351 00
Phillips District,	C. A. Findley,	9	6	14 50	246 00	260 50
" " Assistant,	*H. P. Hervey,	9	6	7 50	105 00	112 50
Village Intermediate,	Mary E. Merrill,	2	17		100 00	100 00
" " " "	Charlotte Abbott,	5	16	3 50	163 16	166 66
" " Primary,	Mary F. Merrill,	5	1	3 50	258 66	262 16
" " " "	Mary E. Gile,	0	13 $\frac{1}{2}$		19 60	19 60
" " Mill School,	Lina A. Tewksbury,	6	0	7 00	230 00	230 00
Scotland District,	Margie B. Tenney,	8	12 $\frac{1}{2}$	7 00	243 00	250 00
Holt	Kate Fuller,	8	13 $\frac{1}{2}$	2 34	333 66	336 00
Ballard Vale Grammar,	H. M. Richardson,	8	8	2 33	252 67	255 00
" " Intermediate,	A. A. Richardson,	8	8	2 33	247 67	250 00
" " Primary,	Susie V. Thurston,	8	8	7 00	159 66	166 66
West Centre District,	P. E. Holt,	5	12 $\frac{1}{2}$		83 00	83 00
" " " "	S. E. Holt,	2	19		246 50	250 00
Frye, Senior,	Abbie R. Worthley,	8	19	3 50	246 50	250 00
" " Junior,	Mary J. Ross,	8	19	3 50	246 50	250 00
Osgood District,	M. A. Whitehouse,	9	2	22 00	371 00	393 00
Bailey	Fanny Hardy,	9	2	7 00	250 00	257 00
Abbott	Mary A. Saunders,	6	1		150 00	150 00
North	H. M. Abbott,	9	1	14 00	224 20	238 20

*In school half time. †In school half time 1st term; whole time 2d term. ‡Paid assistant half time.

TABULAR VIEW OF THE SCHOOLS, TAKEN FROM THE REGISTERS.

NAME OF SCHOOL.	LENGTH OF SCHOOL.				ATTENDANCE.										No. under 5 years.			No. over 15 years.			Visitors.		
	Total—Year.				1st Term.		2d Term.		3d Term.		1st Term.		2d Term.		3d Term.		1st		2d		3d		
	M. D.	M. D.	M. D.	M. D.	No. Scholars.	Average Attendance.	No. Scholars.	Average Attendance.	No. Scholars.	Average Attendance.	No. Scholars.	Average Attendance.	No. Scholars.	Average Attendance.	No. Scholars.	Average Attendance.	36	36	36	36	36	36	
Punchard School,	2-19	3-3	3-11	9-13	53	52 7-8	60	59 3-7	57	56 3-7	0	0	0	0	0	0	36	36	36	36	36	36	
Central Grammar School,	2-18	2-17	2-18	8-13	58	51 1-6	81	73 1-2	84	75	0	0	0	0	0	0	3	0	9	9	9	9	
Central Intermediate,	2-16	2-18½	3-6	9-10½	50	46	58	52 2-3	52	48 5-33	0	0	0	0	0	0	1	1	1	1	1	1	
“ Primary,	2-16	2-18½	3-6	9-10½	95	78 1-3	78	62 5-12	72	54 1-3	0	0	0	0	0	0	0	0	0	0	0	0	
Scotland School,	2-17	2-19½	2-16	8-13½	26	42 1-2	20	18 1-4	30	25	1	1	1	1	1	1	0	0	6	6	6	6	
Holt School,	2-15½	3-1	2-17	8-13½	59	46 1-2	57	42 3-7	42	35 11-16	2	2	2	2	2	2	0	0	1	1	1	1	
Ballardvale Grammar,	2-16	2-17	2-15	8-8	41	34	48	42	61	52	1	0	0	0	0	0	5	4	18	20	20	20	
“ Intermediate,	2-16	2-18	2-15	8-9	57	47	56	46	52	33	0	0	0	0	0	0	0	0	0	0	0	0	
“ Primary,	2-15	2-18	2-15	8-8	102	80	98	81	75	59	0	0	0	0	0	0	0	0	0	0	0	0	
West Centre,	2-15½	2-19	2-17	8-11½	38	33 2-3	43	34 10-11	41	30 1-2	0	1	0	0	0	0	1	1	6	13	20	17	
Frye Senior,	2-19	2-19	3-	8-19	23	20 1-7	35	30	38	31 1-2	0	0	0	0	0	0	0	0	0	27	28	31	
“ Primary,	2-19	2-19	3-	8-19	55	51	55	48	47	42	1	0	0	0	0	0	0	0	0	22	35	26	
Osgood School,	3-	2-17	3-5	9-2	29	28	27	26	29	27 7-9	1	1	0	0	0	0	1	1	3	18	13	13	
Bailey “ - - -	2-18	3-0	3-4	6-2	29	22 3-5	32	24	36	32 3-4	4	4	0	0	0	0	1	1	2	9	9	9	
Abbott “ - - -	3-0	3-1	0-0	6-1	12	10 4-5	10	6 3-4	—	—	1	1	0	0	0	0	0	0	0	19	9	0	
North “ - - -	3-0	3-0	3-1	9-1	11	8 1-5	8	5 29-30	19	13 1-7	1	1	0	0	0	0	0	0	4	5	13	11	
Phillips “ - - -	2-19	3-	3-7	9-6	75	59 3-10	68	48 7-30	64	51 1-2	3	3	0	0	0	0	0	0	0	10	14	13	
Village Intermediate,	2-17	2-18	2-18	8-13	71	63	64	40	54	41	0	0	0	0	0	0	0	0	0	28	18	16	
“ Primary,	2-17	2-17½	2-19	8-13½	71	59	61	52	49	38	0	0	0	0	0	0	0	0	0	26	20	11	
“ Mill School,	—	3	3	6	—	—	39	31 1-7	29	14 1-2	0	0	0	0	0	0	0	0	5	10	10	9	
Totals,	54-13	59-1	57 10	171-4	855	835 1-4	988	924 1-2	931	761 7-12	15	16	1	47	314	350	333	47	50	89	89	89	

TOTAL EXPENDITURE FOR FREE SCHOOLS.

Vote of the Town for Schools,	-	-	-	\$5500 00
“ “ “ Punchard School,	-	-	-	500 00
Expended by the Trustees of Punchard School,	-	-	-	2442 87
“ “ School Committee for School Houses,	-	-	-	6431 44
Paid from State Fund for the Schools,	-	-	-	345 60
“ Phillips Fund,	-	-	-	60 00
“ Proprietors Fund,	-	-	-	84 00
Paid for School Committee's Reports,	-	-	-	204 00
“ “ “ Salaries,	-	-	-	240 00
“ “ “ sundries,	-	-	-	14 25
Total,	-	-	-	\$15,822 16

The School Committee for the next year are George Foster, for three years; Revs. Benj. B. Babbitt and D. C. Litchfield, for three years; Rev. Henry S. Greene and Perry M. Jefferson, for one year.

The Committee has been organized as follows: Chairman, Rev. Benj. B. Babbitt; Secretary, Rev. D. C. Litchfield.

Financial Agent for approving bills, control of matters pertaining to new school houses, and to wood and coal, George Foster.

Prudential Committee for Central Grammar and Village schools, Benj. B. Babbitt; for South Centre and Phillips schools, Rev. D. C. Litchfield; for Scotland and Ballard Vale schools, Rev. H. S. Greene; for Holt and Frye Village schools, George Foster; for West Centre, Osgood, Bailey, Abbott, and North schools, P. M. Jefferson.

R E P O R T
OF THE
SCHOOL COMMITTEE AND SELECTMEN
ON THE

School Property of the Town of Andover,

To be acted on at the Adjourned Meeting, to be held March
25th, 1867, at 12 M.

The Committee, to whom were referred the votes proposed at the town meeting, held March 4th, would respectfully report, that, on examination of the law, they find that the care and repair of the school-houses and of everything pertaining thereto, belong by law to the School Committee ; and that it is their duty to expend such sums as may be voted by the town for that purpose, unless the town direct otherwise.

In consequence of the large amount of work to be done immediately, it has been thought best either to increase the School Committee for this purpose, or else to appoint a separate Board of Trustees. The School Committee would be appointed for three years ; the Board of Trustees for one year. We report both schemes for the action of the town, as follows :—

V O T E D I.

That there be added to the School Committee — members, to be elected each year according to law, and that [either to these added members [or to the School Committee] shall be specially] assigned the duty to settle up the accounts

of the districts now abolished, and to make such improvements in the school property as they may think proper, with power to buy or sell or build, and also to keep insured and in repair the school property of the town.

Provided that they shall, at the annual town meeting, report, together with their accounts for the past year, an estimate of what is needed for the ensuing year, and the purposes for which it is needed.

Provided, also, that in the expenditure of the money they shall, so far as possible, equalize the school accommodations throughout the town in accordance with the old district lines.

VOTED II.

That the sum of — be appropriated and assessed on the town this year, to meet the expenses of the school-houses, and that the treasurer be authorized to hire for this purpose a sum additional, not exceeding —.

Provided that the money shall be paid out only on Selectmen's orders, and on satisfactory vouchers, duly signed by some man appointed for that purpose by the School Committee.

VOTED III.

That the Central Grammar School be provided for, together with the other schools of the town.

The Committee would offer also, this alternative series of Resolutions, which may be carried as an amendment to the above series:—

VOTED I.

That the Town appoint yearly, by ballot, a Board of Trustees, ——— in number, to whom shall be committed, &c., as in the former series of Resolutions.

VOTED II.

This vote, the same as in the former series except the person appointed to sign the vouchers shall be appointed by the Board of Trustees.

The Committee would suggest that the work be begun this year. Wherefore, having reported as above such action as they have had time to agree upon, so as to print the same as required by vote of the town, they will endeavor by the time of the town meeting, to be ready with definite estimates and proposals, as to sums needed, and the purposes for which required.

[Signed]

BENJ. B. BABBITT,	}	School Committee.
HENRY S. GREENE,		
SAM'L H. BOUTWELL,		

DANIEL C. LITCHFIELD, Elect.

WM. S. JENKINS,	}	Selectmen.
JOHN B. ABBOTT,		
HERMAN PHELPS,		

ANDOVER, March 11th, 1867.

ADDITIONAL REPORT.

Your Committee, having considered carefully the subject of the school houses and apparatus, would propose the following estimates as to the sums needed for the year.

In the three districts, Osgood, Bailey and Holt, new school houses or thorough repairs are needed. But they would propose that one school house be built this year. For the repair of the other houses and for apparatus there will be needed not far from

-	-	-	-	\$1000,00
For the School House,	-	-	-	1500,00

Total,	-	-	-	-	\$2500,00
--------	---	---	---	---	-----------

They would recommend that the Grammar School remain where it is.

For the settlement of the Bills of the several districts there will be needed further \$3500,00. It is proposed that to settle the bills the Treasurer be authorized to hire the money by taking up in the name of the town the notes which have been given by the districts, so far as possible.

This latter would not increase the debt of the town as a whole, but would simply change the obligation, to pay the debt from the district to the town, the burden being equalized throughout the same according to the law.

For the Committee,

B. B. BABBITT, CHAIRMAN.

R E P O R T

OF THE

SCHOOL COMMITTEE

OF THE

TOWN OF ANDOVER,

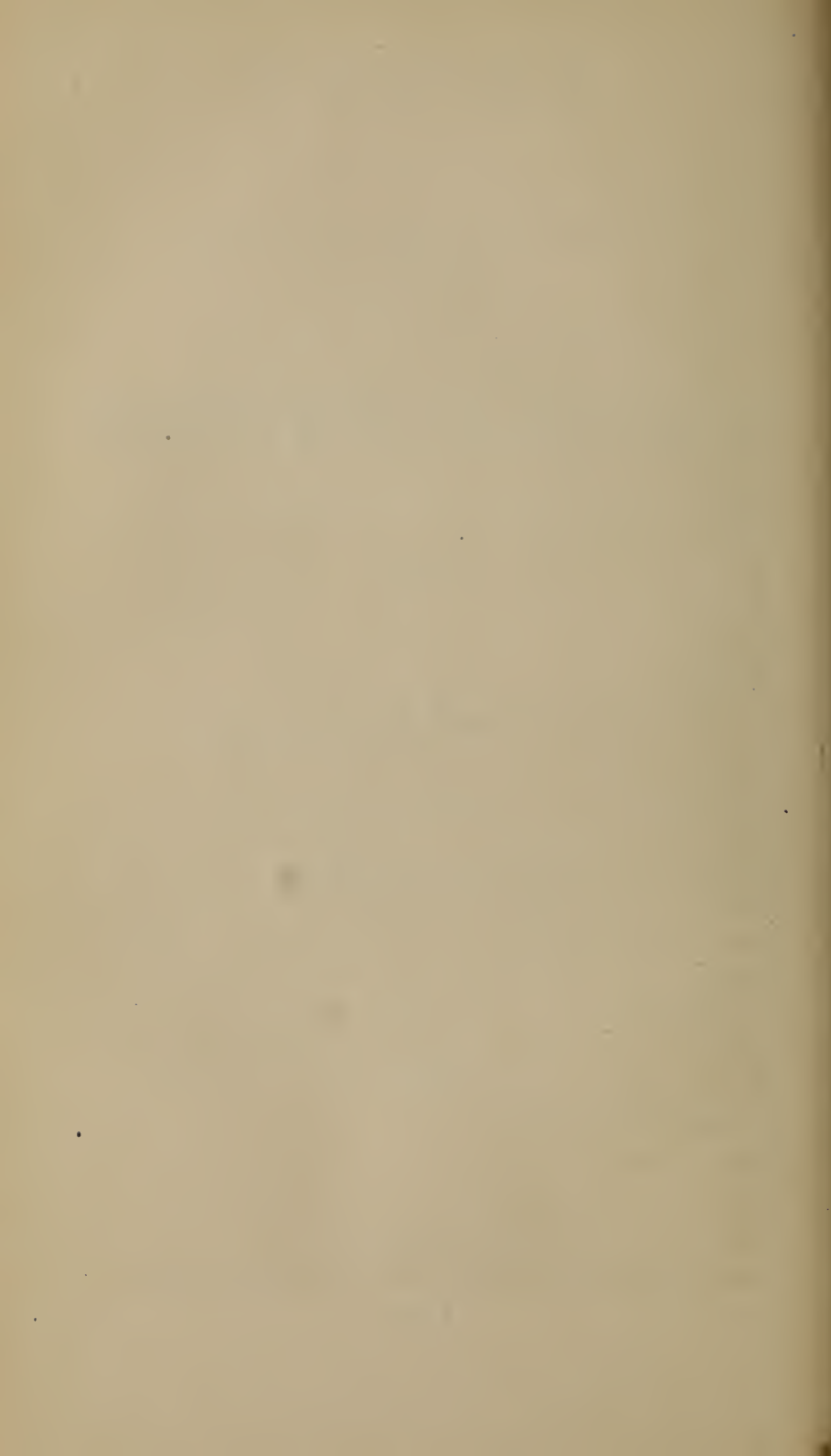
FOR THE YEAR 1868-'69.



L A W R E N C E :

Geo. S. Merrill & Co., Steam Book Printers, 120 Essex Street.

1869.



REPORT.

Andover is one of the most prominent towns in the Commonwealth of Massachusetts. Its reputation as one of the great centres of learning has been extended to all lands. As the birthplace of American Missions, its name has become a familiar name, even in distant India or China, and in the far-off islands of the Pacific. Wherever classical or sacred learning is prized and provided for, there Andover is known and respected. Its literary and theological schools, so munificently endowed, and for more than half a century favored with the instructions of the most eminent scholars of any times, and during all this period, annually graduating large numbers of the most gifted and pious young men, has given it a name in all the earth. The glory of Andover is in its Schools.

But this glory is not in its Public Schools. These, though much better than they were three years ago, do not, in the appropriations made for them by taxation, enjoy but a little more than medium rank in either State or County. Let us look at the facts as

derived from the Annual Report of the Board of Education for 1868. For this year, Andover appropriated the sum of \$7.109 for the education of each child between five and fifteen years of age. But there were one hundred and twenty towns in the state and thirteen towns in the county that appropriated a larger sum than this per child. Brookline, the banner town in the state, appropriated \$29.825, or more than four times as much per child, and Nahant, the banner town in the county, appropriated \$21.622, or more than three times as much per child. The sum appropriated by the town of Andover last year was less per child than the average appropriations in both the county and state, for the average in the county was \$7.817, while the average in the state was \$10.022. Viewed in this light, the rank of Andover is low. The sum appropriated for each child has been comparatively small; and this has been true of the percentage of the taxable valuation appropriated for the support of public schools. This percentage in 1868 amounted to only \$.002.22, while the average percentage in the state was \$.002.65, and \$.003.20 in the county. The percentage appropriated by the town of Florida, the highest in the state, was \$.006.56, or three times as much as ours, and the percentage appropriated by Gloucester, the leading town in the county, was \$.004.66, or twice as much as ours. Our rank in the state, according to percentage, is two hundred and forty-nine, while in the county it is twenty-eight. Of the three hundred and thirty-six towns in the state, two hundred and forty-eight have given more than we have according

to their ability, and in the county we stand within six of the lowest rank.

Not a very flattering record, so far as the appropriations are concerned. Probably the schools are better than the appropriations have been generous. We think they are. But the schools are not what they would be had they been more liberally supported. The meagre provisions made by the town have operated to the injury of the schools. They have betrayed a lack of interest in the education of the children; they have made the young to feel that dollars and cents were of more value than the cultivation of the mind, and have therefore been made indifferent to study; and to a certain extent, they have put it beyond the power of the Committee to secure the best teachers, because such teachers have been able to command much higher salaries than the Committee could offer them. Schools but poorly provided for by town appropriations, children rendered indifferent to study by what is done for them, and teachers working on half pay, do not make enthusiastic and successful schools.

Everything has its price; and the price buys that thing, not something else. We reap as we sow. If we sow sparingly, we shall reap sparingly. Small appropriations make small schools. This is the law, and this is the fact. Small appropriations have operated to the disadvantage of our public schools.

The same may be said concerning our private and incorporated schools. Under the circumstances, they have worked injuriously. These schools have been all-absorbing and overshadowing. All, or nearly all, the

interests of learning have centred in them. Most of the men of means throughout the town have sent their children to them to be educated. In this way, the rich have been separated from the poor at the outset in life, because the poor man has not been able to send his sons and daughters to these schools. In this way the numbers and the talent in our town schools have been diminished, thus destroying, to a certain extent, a healthy competition. In this way a portion of our most influential citizens have not been able to appreciate the value of public schools, because not educated in them, and in this way many tax payers have resisted generous appropriations for town schools, because they have paid so much to these private institutions for educating their children.

We would not be understood as saying one word against these schools, for we are proud of them. We only speak of the evils they have been allowed to work. In this respect, however, there has been some improvement. The creation of our Central Grammar School and the general gradation of all the public schools has partially removed these evils. But we still need the active interest of our learned teachers and professors. If they would be present at the meetings of the town when the interests of education are to be considered and school appropriations are to be made, and counsel the people to devise liberal things; and if, occasionally at least, they would visit one or more of the schools, and encourage them with their presence, and stimulate them with their friendly criticisms, we are confident that our school interests would be greatly improved. With

their aid, our schools will rise to the first rank, the position they ought to occupy.

Another evil experienced has resulted from the want of a uniform gradation of our schools. Nearly one-half of their number have been mixed schools. The evil resulting from such schools has appeared in the fact that one teacher has been required to go over the whole course marked out for the Primary, the Intermediate, and the Grammar Schools. In *most* of them, the daily recitations have been so numerous that only a few minutes could be given to each class. This has made the labor of the teachers excessive, but the improvement of the pupils comparatively small. This is an evil; but how shall this evil be removed? We might grade these schools, we might furnish an additional recitation room for each district, and double the number of teachers; but it must be borne in mind that most of these schools are very small. The Central Grammar School is as large as five of them put together. The paucity of numbers in one of them would raise the annual cost of tuition to fifty dollars per child. Even on the present basis, the mixed schools are among the most expensive schools in town. With a single exception, the schools in the outer districts, all of them mixed, have cost the town more per scholar than the central schools. But cost in this connection should not be thought of, when the ability to give is so great and the demand for giving is so urgent. Parents send their children to the Phillips Academy, at an annual cost of forty-five dollars for tuition. This is not thought extravagant. Why not do as much for our

public schools, and make their educational advantages equal and even greater for children than this distinguished institution can bestow. "We have no right to coin mental powers into dollars and cents, when a respectable position in society," and the power of self-control "obtained by education depends upon school advantages." It is no more than simple justice to give equal school privileges to all parts of the town, let it cost what it may.

Another evil has resulted from the estimate generally given to the Primary schools. In our judgment, this estimate has been altogether too low. Primary schools have been undervalued. The impression has very extensively prevailed that persons of the most ordinary gifts and attainments are fully competent to take charge of them and train them. But this is manifestly an erroneous conviction, and has operated disadvantageously, because it has been made practical. Primary schools, equally with the highest schools, demand the best talent. In order to be successful in them, a teacher must be skillful in reading character and dispositions; they must be very accurate in the instructions they give; they must have a familiar acquaintance with all the studies pursued in the higher schools, and they should have an ardent love for children, which will lead them to be not only persevering but patient, in their efforts. Their work is fundamental; they lay the foundation; they bend the twig; they mould the clay; their work is formative; what they do, it will be hard, in after years, to undo. Then they should be workmen. You may well insist that the man who lays the foundation of

your house, should lay it good and strong; if he does not, the house will be likely to fall; but in case it does fall, another can be built; the evil is not irreparable. But when the teacher lays a defective foundation, the evil resulting can never be fully remedied.

“The monks of the Middle Ages had a way of erasing the ancient writings from parchment, that they might substitute for them the legends of a saint. But there is no art of monk or device of chemist, no tears of repentance even, which can blot from the child’s mind the early impressions received at school. They are not only formative, they are enduring. They strike through, like the red letters on our bank bills, and ought, therefore, to be directed by the best intelligence, and the purest and highest character. To qualify for so important a work, there must needs be a special training, a specific preparation.”

When good teachers for all the grades of schools have been secured, they should, if possible, be retained. They should not be allowed to leave simply because their salary is less than they can command elsewhere, for the ability of this town to pay them compares favorably with the same ability of any other town; neither should they be driven away by a few disaffected spirits, for these spirits, emboldened by success, will be sure to undertake the same thing with their successors. As often as a change in teachers is effected, a reconstruction of the school is rendered certain. When these changes are frequent, the work of reconstruction is always in progress, and the amount of instruction given, small. Always get-

ting ready, is a bad state of things, but a state of things induced by frequent changes. It requires time to become acquainted with the character and dispositions of children, and this acquisition is essential to successful teaching.

A teacher can do but little who has not the confidence of both children and parents. "But confidence is a plant of slow growth." With a change in view, there can be no ambition on the part of teachers to excel, because the time given them is too short for the development of any plans they would be glad to introduce. The interest is sacrificed by the thought of leaving; the method of instruction becomes rutted, and while the rest of the world moves on, the schools stand still. Teachers should be retained so long as they retain their interest in the school, and their ability to meet its increasing demands. It is too evident that some teachers lose their enthusiasm, and by want of study the necessary ability to teach according to the most approved methods of instruction. No teacher can continue to succeed who does not continue to study. The most eminent instructors are ever reviewing and advancing. They never conduct a recitation for which they do not make special provision. Should all our teachers imitate their example, and like them be ever reviewing and advancing, they would not find it necessary to use a text book in every recitation. Oral instruction would become the rule. "We want more teaching, and less hearing of recitations." It does not require great attainments, where nothing more is demanded than the exact language of the text book.

“An automaton, could it put” the printed questions and hear the printed answers, “would teach almost as well.” A well informed teacher cannot be induced to occupy such a position. Master of the subject under consideration, he is able to make his own questions, and independent of a text book, can tell when the answers are correct. Such teachers, aided by the parents, would raise our schools to the first rank. “The success of the schools rests, to a great extent, with those who patronize them;” let parents keep away from the schools; “let them take sides with their children against the teacher; let them speak lightly or suspiciously of the school; and the best teacher in the world cannot so counteract their influence as to be eminently successful. In many cases, the spirit of insubordination and disorder in schools is engendered at home, and the teacher is compelled to bear unmerited censure.” Parents should be careful how they act in their relations to the schools; they are clothed with great power, and they should use that power in the interests of good order and sound learning. Let them visit the schools often; let them see for themselves what their children are doing; let them listen to their recitations, and judge of their character; let them learn from observation the methods of instruction employed, and the kind of government enforced. By doing this, they will encourage the teachers in their great work, and stimulate the pupils to greater diligence in their studies.

The children of such parents will be likely to be regular in their attendance and respectful in their

bearing. Study will be their business, and obedience will be their delight. Encouraged at home by word and deed, they will labor to excel. A school made up of such pupils would be a model school. But the number, unfortunately, is small. The larger proportion are less regular and studious. The result is very damaging. The loss of a single lesson may work great injury, because that lesson may contain fundamental principles. Habitual absence is almost as ruinous as constant absence.

Absences, if only occasional, are not more injurious than habitual tardiness. Always coming late is almost sure to result in not coming at all. The habit of being tardy in childhood is almost sure to go into manhood. Permission to be late may be granted as a favor, but in time it is found to be a curse. The loss of a single lesson, if not made up, necessitates an accumulating loss. Irregular attendance is contagious. The short-comings of the few demoralize the many. We ask the co-operation of parents in efforts to abate this evil.

The law relating to children in manufacturing establishments does honor to Massachusetts. In it we see the State assuming the relation of parent to the poor and helpless child. But like all other good laws, it sometimes seems to clash with the interests of our schools. If all the children serving as operatives in our factories, could be discharged at the same time, we could make a separate school for them, as we did last year. But this has not been so during the past year. They have sought admission to our schools at all stages of the term, and have come two

or three at a time. Without any habits of study, unused to school order and discipline, coming by compulsion and not by choice, with no prospect of remaining longer than the law requires, and joining classes for which they had no real fitness, disqualified them for membership. The admission of such persons into our graded schools has embarrassed them. It would be well if the law could be so changed as to require the children operating in the factories to leave them for study at the same time, and then they could be better provided for than they now are, and the schools would suffer no detriment.

Music is too important a science to be neglected in our schools. Its influence is too valuable not to be exerted on the children while at school. We suggest that a necessary number of music teachers be employed by the committee, to visit and give instruction to all the schools in town. No one exercise is more important, and the expenses of conducting it would be small in comparison with the benefits it would bestow. "Music induces a taste for higher and purer enjoyments, and is a safeguard against temptation. It is a moral educator of great power, and on the mind of childhood cannot fail to produce salutary results. We ought to throw every possible safeguard around the virtue of our children. Introduce vocal music into all our schools; appropriate money for it; society and the community will be all the better for it."

The right of the Committee to give more pay to one class of teachers than they give to another class, has been frequently called in question. More than

once have they been summoned to answer this fearful charge. And this has been done by some of the "unappreciated" teachers. They have waxed eloquent while they discoursed on this great wrong. But, unfortunately for them and their cause, their eloquence has failed to convince the Committee of the real injustice complained of. We advise these aggrieved teachers to "cease their complaints" in the future, and hope for more equal justice. They have right to speak about their own salaries. If they want them increased, let them say so. Let them look carefully after their own affairs; this is sensible and in good taste. But we do not see what they have to do with the salary of other teachers. This matter belongs to the Committee, and they feel fully competent to take care of it. They do make a difference in salaries. They do pay some more than they pay others. They regret the necessity of the difference, but justice requires that the difference should be made. "To pay an extra price for services performed by workmen is common in other departments, and why should it not prevail in this?"

Some teachers are worth more than others, and should therefore have more pay. Acting on this principle the Committee have, in some instances, made a difference in salaries. But the difference between the pay of males and that of females is altogether too great. More should be paid to the one, but not one dollar less to the other. Male teachers do not receive any too much, but female teachers receive by far too little. The average wages per month given to female teachers have amounted to

only \$27.82; not enough to pay their board at the prevailing prices on the "hill." The sum paid them has been but a little more than one-fourth the sum paid our male teacher. We know a like difference is made in every department of labor, but we can see no good reason for it. All we can say of it, is, that it is according to custom. But the custom is as unjust as it is mean and stubborn. Intellectually considered, successful female teachers are men's equals. Physically considered, men are their superiors, so that where physical force is required, they are worth more. As a general thing, men do have a more commanding influence, which flows from their very natures; but, all things considered, we doubt whether as teachers they render more or better service than females. The laborer is worthy of her hire, and ought to receive it. To give to a woman half her dues, simply because she is a woman, is "grievous to humanity, repugnant to reason, and contrary to justice." We hope that the good time coming is near, when in matters of pay, equal justice will be done to all women as well as to all men. Let town appropriations be so generous that the wages of female teachers can be raised from twenty-seven dollars eighty-two cents per month, to eighty-six dollars forty-three cents per month, the same now paid such teachers by the city of Boston. If the city of Lawrence can pay its female teachers six hundred dollars per annum, as it proposes to do, why may not we do the same to ours?

The subject of text books has come to be a very troublesome subject. From present indications, this

class of books will soon be as numerous as the frogs of Egypt, and quite as annoying. Solomon must have looked forward to our day when he said, "Of making many books there is no end." The number of text books prescribed to be used in our schools are enormous. Three parties are mainly responsible for this evil: teachers incompetent to teach without a book; enterprising publishers, whose agents, in some cases, have more skill to conceal than reveal; and school committee men, who, in some instances, have no time to examine for themselves, and so act on the recommendations shown them by publishers and agents. Not unfrequently, new books have thus been substituted for old ones, when the old ones were really the best.

We give our unqualified approval to the plan suggested by the Massachusetts Board of Education, that commissioners, men of learning, and eminent educators be appointed to make selections in text books for the whole State. This suggestion carried into practice would make the text books throughout the Commonwealth, uniform. This would save the committee a vast amount of labor and anxiety; it would stimulate the teachers and improve the schools. More text books are sometimes used than are prescribed. In a few instances we have seen two or three kinds of arithmetic in the same school. This is not done by the authority of the school committee, and we know of no others that have any authority in such matters.

During the past year the committee have thought it best to make a change in readers, substituting Sar-

gent's new series of readers for his old series, a change very much for the better, and effected at a trifling cost. Guyot's Primary and Common School Geographies have been in our schools for more than a year; recently, the committee voted to introduce his Elementary and Intermediate books, so that we now have his entire series. In these geographies Mr. Guyot has made an invaluable contribution to the noble science, at the head of which he confessedly stands. He has given us a system and not a mere vocabulary. His system cultivates the memory, while it does not burden it. He takes away the necessity of giving out after the details, he puts us in the centre, and the details come to us. His Geographies must eventually and at no distant day supersede all the Geographies, because superior to all.

No new schools have been formed¹, and no old ones have been discontinued. For a time it was thought advisable to reduce the number at Ballard Vale to two, and unite the North and Abbott, for at least two terms in the year. But subsequent reflection has convinced the Committee that this would not be best, and so these schools will go on as before.

Ballard Vale has had some of the most accomplished teachers ever employed in this town, yet some of the people there have not been satisfied with them. Their complaints have been constant, their criticisms have been severe. We think their course has been wholly unreasonable and worthy of public censure. We trust the many who have been rational in their demands, will in the future be able to counteract their pernicious influence.

The Phillips School, though having a good record, has had to contend with one or two serious difficulties. This school is not patronized by some of the best families in the district; they send their children to private schools. This uniform and constant separation has injured the school. This injury has not been intended, but it certainly has been inflicted. Parents may say that they want better advantages for their children than this school offers them. This may be true; but cannot its advantages be increased so as to meet the demand? Would not the presence and social standing of their children make its training satisfactory? Wherever the public schools have been duly patronized by all classes, they have met every reasonable want.

We are told by the highest authority that during the past year "the number of scholars has increased in the public, and decreased in the private schools. The irregular attendance in this school has been embarrassing. On an average, about one-fourth of all the scholars have been absent. Some have been allowed to stay away to witness the exhibitions of a circus, or some other equally useless thing. Absences, tardiness and dismissals have been altogether too frequent. But the parents, on being apprised of this evil, have promised to do all they can to remove it.

In the death of Miss Mary J. Ross, the Primary School in Frye Village experienced a sudden and severe loss. As a teacher in the Infant Department she had no superior in town, and was generally regarded as a model. She loved her work, and gave herself to it with all her soul. She had presided

over this school for four years, with rare success and conscientious fidelity. All who knew her bear testimony to her superior excellence as a woman, a christian, and a teacher.

ANNUAL SCHOOL ACCOUNT.

On hand, to the credit of the several schools, as per		
Auditor's Account, Feb. 17, 1868,	- - -	\$1,819 10
Appropriation as per vote of Town, March 1868,	- - -	6,500 00
“ from Town Funds,	- - -	96 00
“ from funds held by the State,	- - -	234 86
Total available funds for the year,		\$8,649 96
Expenses of the Schools, as far as paid, up to Feb.		
14, 1869,	- - - - -	\$6,971 69
Cash on hand to meet expenses of Winter Term,		
not paid, - - - - -	- - - - -	\$1,678 25

We have fourteen buildings used for school purposes. Two of them are new. One is unfit for use, and is soon to be replaced by a new and beautiful edifice. One in the village is not generally needed, but was used one term last year by the operatives discharged by law from the factories, for twelve weeks' schooling. The Central Grammar school house has been very much improved, and is both neat and convenient. The Phillips schoolhouse is in very good condition, and would be satisfactory if it contained another good recitation room. The assistant is obliged to use a part of the garret, or have no room to teach in. The schoolhouse at Ballard Vale is by no means what it ought to be. It needs extensive repairs, and should receive them at once. The hall occupied by the Primary Department is very much too large for this school. In winter both teacher and pupils are made uncomfortable with cold. The room is

not a suitable one for children. Something better is deserved and should be furnished without delay. All the other school buildings in town are respectable, though they will soon need painting and other improvements.

Convenient and tasty schoolhouses play an important part in the proper education of children. They are needed to cultivate the taste. Good taste demands them. Ordinary houses were satisfactory once, but will not answer now. Almost everybody lives in better style than their fathers did. As time rolls on, changes are wrought. All these changes may not be for the better, but they make demands that cannot be resisted. We live in an age of steam, and men will not ride in stage coaches. Wooden ships of war are useless now, we must have iron-clads and monitors. Not unfrequently the greatest economy requires the greatest outlay. There is nothing gained by an illiberal educational policy. The improvement of school buildings must keep pace with improvement in other things.

ANNUAL SCHOOL HOUSE ACCOUNT.

Appropriation as per vote of Town, March, 1869, -	-	\$3,200 00
“ from rent of stores and hall, at Ballard Vale, - - -	-	387 47
“ from sale of Bailey school house, - -	-	40 00
Total available funds for the year,		<u>\$3,627 47</u>
Expenses of School Houses, as far as paid, up to Feb. 14, 1869, - - - - -	-	\$4,109 54
Exceeded appropriations, .		\$482 07

SCHOOL STATISTICS FOR 1868 AND 1869.

1. Number of School Houses, - - - -	14
2. Value of School Property, - - - -	\$25,140.00

3. Number of Public Schools, - - - -	19
4. Sum expended for building and repairing School Houses, - - - - -	\$4,109.54
5. Amount paid to Teachers, Janitors, and for fuel, - - - - -	6,971.69
6. Amount appropriated, by vote of town, for Schools, - - - - -	6,500.00
7. Balance from last year's appropriations for Schools, - - - - -	1,819.10
State Appropriations for Schools, - - - -	234.86
8. Received from Proprietors' Fund for Schools, - - - -	96.00
9. Amount appropriated by vote of town for School Houses, - - - - -	3,200.00
10. Received as rent of stores and hall at Ballard Vale, for the benefit of School Houses, - - - -	387.47
11. Received from sale of old building in Bailey District, for benefit of School Houses, - - - -	40.00
12. Number of different Scholars in Summer Term, - - - -	1009
13. Number of different Scholars in Winter Term, - - - -	903
14. Average Attendance in Summer Term, - - - -	727 19-20
15. Average Attendance in Winter Term, - - - -	695 9-24
16. Number attending School under five years of age, - - - -	26
17. Number attending School over fifteen years of age, - - - - -	158
18. Number of persons in Town on May 1st, 1868, between five and fifteen years of age, - - - -	866
19. Number of Male Teachers in Summer Term, - - - -	2
20. Number of Female Teachers in Summer Term, - - - -	22
21. Number of Male Teachers in Winter Term, - - - -	2
22. Number of Female Teachers in Winter Term, - - - -	23
23. Number different Male Teachers employed during the year, - - - - -	2
24. Number different Female Teachers employed during the year, - - - - -	31
25. Aggregate Months all the Schools have been kept during the year, - - - - -	163—18
26. Average number Months the Schools have been kept during the year, - - - - -	8—12
27. Average wages per Month for Male Teachers, - - - -	\$101.94
28. Average wages per Month for Female Teachers, - - - -	27.82
29. Salary of Principal of Punchard School, - - - -	1500.00
30. Salary of Principal of Central Grammar School, - - - -	1000.00
31. Salary of First Assistant of Central Grammar School, - - - - -	400.00

32.	Salary of Second Assistant of Central Grammar School, - - - - -	275.00
33.	Teachers in Ballard Vale Grammar and in Osgood Schools, - - - - -	350.00
34.	Teachers in North and Abbott Schools, each,	225.00
35.	All other Teachers, each, - - - - -	275.00
36.	Number visits made to all the Schools in Town during the year, - - - - -	940
37.	The annual average cost per child for instruction,	\$6.838
38.	Our rank in the State according to average attendance for 1868, - - - - -	12
39.	Our rank in the County according to average attendance for 1868, - - - - -	2
40.	Number of Teachers instructed in Normal Schools, - - - - -	5

REPORT OF THE SEVERAL SCHOOLS.

Schools Located in the South Parish.

THE PUNCHARD FREE SCHOOL.

Principal, William G. Goldsmith ; Assistants, Miss P. H. Wilder, Miss Abbie S. Hervey, Miss S. A. Vinton, Miss Abby M. Bailey.

The founder of this school was for twenty-three years a worthy citizen of Andover. He died in 1850, at about fifty years of age. During this time he had accumulated a large amount of property, a portion of which he devoted to the interests of education. He bequeathed to the Town of Andover the sum of fifty thousand dollars "for the founding of a Free School, to be located in the South Parish, but to be free to all youths resident in Andover, subject to the restrictions of the Trustees, as to age and qualifications."

He provided that forty thousand dollars of this sum should be used as a permanent fund for the support of the school, and that the remaining ten thousand should be used in the erection of the necessary buildings. He further directed that the school and school property should be under the management of eight trustees, those elected by the town to hold

office for three years. At a meeting of the Town, held Dec. 16th, 1850, five of these Trustees were chosen; two from Christ Church, two from the South Church, and one from the West Church, who, with the ministers of these churches, all members from their office, furnished the number required by the legacy. In the following year, an act of incorporation was secured, but the school was not opened until Sept. 1856. At that time the School Building was dedicated, which, with the lot of land on which it stood, had cost the Trustees about twenty thousand dollars. There have been but three Principals. N. M. Belden served about one year. C. H. Seymour served about the same length of time. William G. Goldsmith has served since Nov. 1858.

In the year 1856, and in consideration of the existence of the Punchard Free School, the Legislature of the State passed an act exempting the Town of Andover from the necessity of establishing and maintaining a High School, required by law of towns containing four thousand inhabitants. For thirteen years we have not been required to support a High School, because we have had the Punchard, to the aid of which the town has appropriated only fourteen hundred and fifty dollars. The bequest of Mr. Punchard has saved the town not far from forty thousand dollars.

All are not agreed in respect to the object the donor had in view in founding this school. It is assumed by some who profess to know his mind on that point, that he designed to furnish the town something more than a High School, and not quite

so much as a College. But whether this was or was not his purpose, it certainly has not been carried out. Yet it has been a school of a very high order. Its record has been most gratifying. Under the management and instruction of some of the most accomplished teachers, the order has been excellent, the attendance almost perfect, the scholarship remarkably accurate, and the government uniformly effective.

Nothing serious occurred to disturb this school until December last, when the building was totally consumed by fire. This was a great calamity, and excited universal regret. Since the destruction of this building, the school has occupied one of the town halls. The Trustees would have erected another house at once, but had not the necessary means. The building needed will cost about thirty-five thousand dollars, but the Trustees have only twelve thousand dollars, the amount received on insurance, that they can use for building purposes. The town is willing to render the necessary aid, and has petitioned the Legislature for the right to do so. The petition is now in the hands of the Judiciary Committee, some of whom have given intimation that they should report a bill favorable to the petitioners. If not granted, the town will probably be obliged to establish and support a High School, as it is thought that the Trustees will close the Punchard until the accumulation of interest shall enable them to furnish another suitable building.

FIRST TERM.	Whole number,	-	-	-	-	-	-	57
	Not tardy,	-	-	-	-	-	-	43
	Perfect in deportment, not absent, tardy, or							
	dismissed,	-	-	-	-	-	-	22

SECOND TERM.	Whole number,	-	-	-	-	-	-	71
	Perfect in deportment,	-	-	-	-	-	-	35
	Not absent, tardy or dismissed,	-	-	-	-	-	-	28
THIRD TERM.	Whole number,	-	-	-	-	-	-	60
	Perfect in deportment,	-	-	-	-	-	-	33
	Not absent, tardy or dismissed,	-	-	-	-	-	-	11

The following not absent, tardy or dismissed: Hattie R. Abbott, Mary Gray, Mary E. Jones, Emma J. Shannon.

Graduates: Agnes H. Donald, Annie F. Foster, Carrie E. Hervey, Sara E. Merrill.

CENTRAL GRAMMAR SCHOOL.

Principal, Mr. H. Chapin Sawin, three terms; Assistant, Miss Hannah B. Abbott, one term; First Assistant, Miss Rosa L. Pratt, two terms; Second Assistant, Miss Ellen F. Brown, one term and five weeks; temporary Second Assistant, Miss C. A. Findley, four weeks.

From the above record it appears that there have been five different teachers in this school during the year, yet not more than three have been in it at any one time. During the first term there were only two, but the large increase in the number of pupils soon showed the necessity of increasing the number of teachers to three. This addition was made at the opening of the second term. At this time Miss Abbott, who had served faithfully and acceptably for one year, was transferred to the Primary Department in Frye Village, and Miss Pratt and Miss Brown were elected the Assistants in this school. Miss Brown, not being able to teach but a part of the Summer term, was fortunate in securing Miss Findley as her substitute for the remainder of the session.

Under the labors of these teachers, this school has

made great progress. In fact, its progress has been marked from the beginning. In three years the numbers have increased from fifty-six to one hundred and nine. It has overcome the bitter opposition with which it began. Its course of study has been increased from two years to three years, and its grade of scholarship has been doubled. It was opened in the small town hall, with one teacher; now it has a neat and convenient building of its own, and three teachers. At present, every school in town is represented in it, with four exceptions, viz., Osgood, Bailey, Abbott and North. The cost per scholar in this school has been only about half as much as it has been in the Abbott, and only a little more than it has been in the North school.

The present teachers meet every reasonable want. We are satisfied with them. All of them have been connected with Normal schools, and two of them are graduates.

The methods of instruction have been topical, and to a very great extent, oral. The effort has been not so much to exercise and store the memory, as it has been to develop the mind. The pupils have been taught to reason, rather than memorize. The process has been explanations first, and rules last.

Excellent discipline has been maintained by the use of mild means, corporal punishment not having been often resorted to. The teachers have aimed at and secured a high standard of moral and intellectual excellence. The relation existing between them and their pupils has been uniformly friendly, familiar and respectful.

These things have rendered the school very attractive, making the applications for admission more numerous than could be granted. Some have been admitted who were not qualified to enter. Hereafter no one will be admitted to this school, who has not the necessary qualifications ; and this, in every instance, must be decided by the principal. This course we think, will raise the grade, not only in this school, but also in all the other schools in town, and will, for a time, keep the number fitted to enter within the capacity of the house to accommodate.

The instructions in music given by Miss Carter have been beyond praise ; she has been a live teacher in a live school. It is no more than just to say that the principal has furnished these instructions at his own expense.

The parents are to be commended for the aid they have rendered the teachers by their presence in the school, and by their kind words out of it. Out of the nine hundred and fifty visits made to all the schools in town, more than one-seventh of them have been made to this school.

Notwithstanding the great amount of sickness in this school during the Fall and Winter terms, the average attendance has been very good.

While the aggregate number attending this school during the year, has been two hundred and eighty-one, the average attendance in the aggregate has been two hundred and forty and three-tenths. Considering what has been done, we think no school in town has been conducted with greater economy.

The following record will show the attendance in this school:—

Of the 69 scholars in Summer term, 11 were neither absent or tardy.

"	109	"	Fall	"	19	"	"	"	"
"	103	"	Winter	"	11	"	"	"	"

Of the scholars now in school, two have been neither absent nor tardy during the year. One of this number, Miss Sarah A. Barnett, has not been absent or tardy for six years, a record we think, not equalled by another scholar in the State. A similar record has been preserved by Charles A. Gleason, for three years and one term, and by Clara F. Howarth, for two years and one term. These two, with seventeen others, were transferred to the Punchard School in September last.

SOUTH CENTRE SCHOOLS.

Miss Minnie C. Russell, Teacher of the Intermediate School, three terms.

Miss Laura M. Chandler, head Teacher, and Miss F. E. Chandler, Assistant Teacher of the Primary School, three terms each.

The work performed in these schools during the year, has been in a high degree satisfactory. Nothing has occurred to disturb their harmony or retard their progress. No change in teachers has been rendered necessary; no unpleasant cases of discipline have arisen to separate teachers and pupils; no severe criticisms have been made by parents or committee on account of defects in attainments or methods.

Every thing has been conducted orderly and cheerfully. The teachers of these schools have been in them for several years, therefore the progress of the pupils has not been retarded by the introduction of new or doubtful methods, and no valuable time has

been lost in studying the wants and dispositions of the children.

The number of scholars has been relatively larger. The average number per term of these two schools, taken together, has been sixty and one-third, while the general average has been forty-five and eight-nineteenths, about one-quarter larger than the general average number. But while the relative number in these schools has been larger, the relative cost per scholar has been small, the cost not amounting to more than one-half of the general cost, the Punchard School being included.

ATTENDANCE IN THE INTERMEDIATE SCHOOL.

Of 50 scholars in Summer term, 16 were neither absent nor tardy.

" 47	"	Fall	"	3	"	"	"	"
" 41	"	Winter	"	5	"	"	"	"

In the Fall term 32 were sick.

ATTENDANCE IN THE PRIMARY SCHOOL.

Of 88 scholars in Summer term, 5 were neither absent nor tardy.

" 73	"	Fall	"	1	was	"	"	"
" 64	"	Winter	"	4	were	"	"	"

Three of the members of this school have died during the year, namely: Ralph Chandler, Freddie Farnum, Barbara Lindsay.

PHILLIPS SCHOOL.

Teachers, Miss C. A. Findley, one term and four weeks. Miss Margie B. Tenney, one term and eight weeks. Assistants, Miss Hattie P. Hervey, two terms. Miss C. E. Hervey one term.

This school, as compared with the other schools in town, stands the fifth in point of members, and does not fall much, if any, below this rank in respect to general excellence. The teachers have worked

hard and cheerfully; their devotion to the school has been enthusiastic, and their skill in teaching and discipline has been commendable. And they have not labored unnoticed or unaided; members of the district have assisted them by their presence. In the register we find the record of seventy-six visits made to this school. Only two other schools in town have been favored with a greater number of visits during the year. These visits have done good service; they have encouraged the teachers by making them feel that their labors were appreciated; they have stimulated the children to study, by impressing them with the importance of an education; they have removed prejudice from the minds of parents, and induced them to speak kindly of school and instructors.

The change in teachers did not work the bad results we anticipated. This change was made during the Fall term of the school. Four weeks from the opening of this term, Miss Findley resigned her charge here to take another in the city of Lawrence. For two years and a half she had been the faithful, interested, and beloved teacher of this school. The length of time she had occupied this position, the high esteem in which she was held by the pupils, the suddenness of her departure, and the time of her leaving, it being in the midst of a term, seemed to threaten disastrous results. But our fears were not realized; Miss Tenney came to the rescue at once, and under her skillful management the breach was soon healed. Her labors have been abundant, both inside and outside of the school. She has visited many of the parents, and has secured from them the

pledge that their children should be more regular in their attendance. The Misses Hervey have rendered very valuable aid as assistants. Miss Hattie, who served as teacher of the Abbott School during the Winter term, has returned, and will labor as the assistant in this school for the year to come.

The following is the record of attendance in this school.

Of 67 scholars in Summer term 5 were neither absent nor tardy.

" 52	"	Fall	"	6	"	"	"	"
" 57	"	Winter	"	3	"	"	"	"

One of the Draper prizes was taken by Alice Cunningham, a member of this school.

VILLAGE DISTRICT.

Intermediate Department, Teacher, Miss Charlotte H. Abbott, during the year.

Miss Abbott devoted herself earnestly to her work, and the scholars evidently made good progress in their studies. This school is much affected by the admission and discharge of scholars who work in the factories, and the attendance is thus made somewhat irregular.

Out of 38 scholars in Summer term, 3 were neither absent or tardy.

" 42	"	Fall	"	4	"	"	"	"
" 46	"	Winter	"	2	"	"	"	"

Primary Department, Teacher, Miss Mary F. Merrill.

The school has been taught by the same teacher, with but very little interruption, for several years, and she has given general satisfaction to the Committee. Her untiring industry and peculiarly happy tact in devising expedients for interesting and in-

structing the children, secured for her their affection and the approbation of their parents.

Out of 54 scholars in Summer term, 5 were neither absent or tardy.

"	57	"	Fall	"	10	"	"	"	"
"	56	"	Winter	"	3	"	"	"	"

Lucinda Anderson has a clean record for the past two years. The aggregate number of the scholars in the schools is less than in preceding years, but this may be accounted for in part, at least, by the transfers to the Grammar School.

SCOTLAND SCHOOL.

Teachers, Miss Margie B. Tenney, one term and four weeks. Miss Mary B. Gile, one term and eight weeks.

Four weeks after the opening of the Fall term Miss Tenney resigned her position in this school to assume the care of the Phillips School. For three successive years she had held her connection with this school as its teacher. By her skill in teaching, by her tact in governing, and by her enthusiastic love for her work, she secured, in an eminent degree, the confidence and good will of the children and parents. They separated with mutual expressions of affectionate interest and deep regrets. But she was immediately succeeded by Miss Gile, who, in due time, overcame the difficulties which a new teacher is almost sure to meet at the outset, and restored the school to its former prosperous condition. Her record thus far has been gratifying.

The school has been some smaller than in former years, and this diminution has, of course, increased the cost per scholar for instruction. The examinations have been well attended, and have given evi-

dence of study. The efforts to master the elementary principles have been quite apparent in the recitations. Punctuality in this school has been one of its marked features; in the Summer term not a single tardy mark was made on the record, and only three such marks were made on it during the Fall term.

ATTENDANCE.

Of the 24 scholars in Summer term, 4 were neither absent or tardy.

"	26	"	Fall	"	5	"	"	"	"
"	20	"	Winter	"	2	"	"	"	"

HOLT DISTRICT.

Teachers, Summer term, Miss Kate F. Fuller; Fall and Winter terms, Miss Lora M. White.

Miss Fuller taught the school successfully for a year, but, on account of ill health, was compelled to resign at the close of the Summer term. She was amiable in manners, kind in disposition, became much endeared to her pupils, and was a favorite with the people of the district. The committee shared largely in the regret experienced by her resignation. Miss White had charge of the school the Fall and Winter terms, and fully sustained the reputation she had previously acquired elsewhere as an excellent scholar and thorough instructor. A more lucrative position offered her at the close of the year unfortunately deprives the town of one of their best teachers.

Out of 52 scholars in Summer term, 4 were neither absent or tardy.

"	50	"	Fall	"	4	"	"	"	"
"	41	"	Winter	"	2	"	"	"	"

BALLARD VALE.

Teacher of the Senior Department, Miss Rosa L. Pratt, one term, Miss Ellen A. Fergurson, two terms. Teacher of the Intermediate, Miss A. A. Richardson, three terms. Teacher of the Primary, Miss Susie V. Thurston, three terms.

Nothing of essential importance seems to have been neglected in these schools, and nothing has been overdone for the purpose of display. The teachers have worked hard, and with fair success. They have studied to be efficient instructors and disciplinarians. The grammar school teachers have had the most to contend with, but in the judgment of the Committee they have gloriously triumphed. The record of their ability, both to teach and govern, is remarkably fair. The resignation of Miss Ferguson was accepted with profound regret. She is worthy of one of the best schools, and no doubt will command it. The final examinations of these three schools were satisfactory. The parents and friends were present in large numbers, and seemed pleased with what had been accomplished. The schools appeared well in contrast with the school rooms. A great improvement in the latter is called for, and when made will no doubt improve the schools. Changes resulting from the closing up of the File Shop have made the average attendance quite small. The cost for instruction in these schools has been low; the lowest in the Primary Department of any other school in town.

ATTENDANCE IN THE GRAMMAR DEPARTMENT.

Of 38 scholars in the Summer term, 5 were neither absent or tardy.

" 45	"	"	Fall	"	1 was	"	"	"
" 42	"	"	Winter	"	2 were	"	"	"

ATTENDANCE IN INTERMEDIATE DEPARTMENT.

Of 41 scholars in the Summer term, 8 were neither absent or tardy.

" 50	"	"	Fall	"	0	"	"	"
" 40	"	"	Winter	"	0	"	"	"

ATTENDANCE IN PRIMARY DEPARTMENT.

Of 96 scholars in the Summer term, 1 was neither absent or tardy.

" 62	"	"	Fall	"	0 were	"	"	"
" 49	"	"	Winter	"	0	"	"	"

Schools Located in the West Parish.

WEST CENTRE DISTRICT.

Teachers, Miss H. M. Abbott, Spring and Fall terms; Mrs. M. S. Cutler, Winter term.

Miss Abbott showed a commendable degree of interest in her labors in this school, and succeeded in giving satisfaction to the committee. She gained the affections of her scholars, who made her a handsome present at the close of the Fall term. She resigned her situation on account of ill health, and Mrs. M. S. Cutler (formerly Miss Nourse, well known as a successful teacher in the Punchard Free School) was engaged to supply the vacancy. Mrs. Cutler is a thorough scholar, and a good disciplinarian; her success was, therefore, excellent, and a very decided improvement was made in all the branches taught.

Whole number of scholars,—Spring 36; Summer 34; Winter 41.
Average attendance " " 31 33-59; " 28 44-57; " 35 6-55.

Out of 36 scholars in the Spring term, 4 were neither absent or tardy.

"	34	"	"	Summer	"	7	"	"	"	"
"	41	"	"	Winter	"	5	were not absent.			

Fred Brown, of this school, took one of the prizes at the spelling match.

FRYE DISTRICT SCHOOLS.

Senior Department, Miss Abby M. Worthley. This school has been taught the past two years by the same teacher, and has maintained throughout a high standard of excellence. The examinations at the end of each term have proved very satisfactory.

Out of 28 scholars in Summer term, 12 were neither absent or tardy.

"	32	"	Fall	"	4	"	"	"	"
"	30	"	Winter	"	6	"	"	"	"

Of these Bridget O'Keefe has preserved a perfect record for this and the preceding year.

Junior department, Miss Mary S. Ross, Teacher Summer term. Miss Hannah B. Abbott, Fall and Winter terms.

This school has continued to maintain its high standard as heretofore, as a Primary School. The committee and entire community were saddened by the sudden death of Miss Ross during the Summer vacation. She had taught the school with great acceptance for several years, and both the scholars and their parents had become greatly attached to her. The committee felt extremely anxious to secure a successor who should give satisfaction. They thought themselves fortunate in securing the services of Miss Abbott, whose previous experience as a teacher, and affectionate interest in children and their early education, eminently fitted her for the position. Their expectations were not disappointed, and she suc-

ceeded creditably to herself and to the approbation of the committee and community.

Out of 56 scholars in Summer term, 27 were neither absent or tardy.

"	52	"	Fall	"	0	"	"	"	"
"	50	"	Winter	"	2	"	"	"	"

The attendance upon the schools in this district the past two terms has not been so good as previously, in consequence of unusual sickness in the neighborhood, especially prevalent among children.

OSGOOD DISTRICT.

Teacher, Miss M. Abby Whitehouse.

This school has been favored with the same teacher for the last four years. We are glad to hear that she has retained the confidence of the parents in the district. Her school has been, throughout the year, a profitable one, and satisfactory to the committee. The scholars, at the close of the Fall term, presented her with a beautiful gold ring, appropriately engraved.

This school took six prizes at the annual spelling match.

Whole number of scholars,—Spring term, 33; Fall, 33; Winter, 34.

Average attendance " 31 1-5 " 31 " 30.

Of 33 scholars in the Spring term, 17 were neither absent or tardy.

"	33	"	F ll	"	10	"	"	"	"
"	34	"	Winter	"	7	"	"	"	"

Ella A. Jefferson, Emma A. Jefferson and Charles Bailey were neither absent or tardy during the year.

BAILEY DISTRICT.

Teacher, Miss F. A. Hardy.

Miss Hardy showed great interest in her scholars, and succeeded in bringing her school up to a high standard. During the winter the school was made

more interesting by the attendance of quite a number of older scholars. The attendance in this school, during the entire year, has been excellent.

Whole number of scholars,—Spring term, 25; Fall, 25; Winter, 37.
Average attendance, “ “ 23 “ 22 “ 35.

Of 25 scholars in the Spring term, 2 were not absent, and 1 was neither absent or tardy.

Of 25 scholars in the Fall term, 6 were neither absent or tardy.

“ 37 “ Winter 10 “ “ “ “

ABBOTT AND NORTH DISTRICTS.

Teachers, Miss S. E. Holt and Miss H. Hervey.

On account of the small number of scholars in these two districts, they were united during the Spring and Fall terms, and taught by Miss Holt, who gave very good satisfaction.

It was deemed advisable to have a school in each district in the winter. The school in the North district retained the same teacher. She was very successful in gaining the love of her pupils, who presented her, at the close of the winter term, with a handsome present.

The Abbott school was taught in the winter by Miss H. Hervey. The Committee think she labored diligently to make her school pleasant and profitable, and succeeded as well as could be expected, with so small a number of scholars.

ABBOTT AND NORTH, UNITED.

Whole number of scholars, Spring term, 17. Fall, 21.
Average attendance, “ “ 12 1-4. “ 15 3-4.
Out of 17 scholars in the Spring term, 1 was neither absent or tardy.
“ 21 “ “ Fall “ 3 were “ “ “

NORTH SCHOOL.

Whole number of scholars, Winter term, 10; average attendance, 8 1-2; 1 was neither absent or tardy.

ABBOTT SCHOOL.

Whole number of scholars, Winter term, 9; average attendance, 7 9-10.

PHILLIPS FUND.

From the income derived from this fund, ninety dollars are annually appropriated to a certain class of schools in Andover and North Andover. This sum is so distributed that each one of these schools receive an appropriation once in four years. The order of distribution for the next four years will be as follows:—

NORTH PARISH.	SOUTH PARISH.	WEST PARISH.
1869	1869	1869
Farnham, \$15	Scotland, \$15	Centre, \$15
River, 15	Holt, 15	Bailey, 15
1870	1870	1870
Centre, 30	Village, 30	Frye, 30
1871	1871	1871
Merrimack, 30	Centre, 30	Osgood, 15
	Phillips, 15	
1872	1872	1872
Pond, 15	Ballard Vale, 30	North, 15
Kimball, 15		Abbott, 15

SPELLING MATCH.

The first Spelling Match for the Draper Prizes was conducted Feb., 1864; there were two classes. The junior, under 12 years of age, numbered 35; the senior, over 12 years of age, numbered 38. Sargent's Standard Speller was used as the text book. The junior class were required to spell from the first 70 pages; the senior class from any part of the book.

Two prizes were given, one to each class. The successful competitors were from the Abbott and South Centre Districts.

The ninth and last match took place in the Town Hall, Feb. 25th, 1869. A large and approving audience was present, notwithstanding the severe storm that prevailed. There were three classes. The first, under 10 years of age, numbered 29; the second, under 12 years of age, numbered 42; the third, without limitation of age, numbered 56. The same Speller was used as in the eight preceding contests. The first class were required to spell from the first 50 pages; the second class from the first 70 pages; the third class from any part of the book. Nine prizes were given, three to each class.

FIRST CLASS.

First prize,—Thaddeus Kennison, 9 years old, Osgood school, Mount Royal Tales, 4 volumes.

Second prize,—Lillie Bailey, 8 years old, Osgood school; a Portfolio.

Third prize,—Alice Cunningham, 9 years old, Phillips school; House on the Hill, 1 volume.

SECOND CLASS.

First prize,—Theresa B. Chase, 10 years old, Osgood school; Jutland series, 4 volumes.

Second prize,—Fred F. Brown, 11 years old, West Centre; Writing Desk.

Third prize,—Frank Morton, 11 years old, Scotland school; Writing Desk.

THIRD CLASS.

First prize,—Eliza Wardman, 15 years old, Osgood school; Scottish Bards.

Second prize,—Georgiana Chase, 12 years old, Osgood school, Portfolio.

Third prize,—Ella A. Jefferson, 12 years old, Osgood school; Autograph Book.

The judges were James H. Merrill, James P. Lane, George H. Poor, and George F. Swift.

It will be seen that six of the nine prizes were taken by members of the Osgood school. One of this number, Theresa B. Chase, was not only able to out-spell all her associates, but also to successfully resist all attempts to spell her down. Her triumph was as warmly applauded as it was brilliant. She, with her sister, Georgiana Chase, and Thaddeus Ken-nison received prizes last year.

Mr. Draper is one of our most public spirited men, and is a practical friend to education. The value of prizes given by him thus far have amounted to some two hundred dollars. His benefactions have been as gratefully received as his intention of bestowing them has been disinterested and profitable.

SIGNED BY

D. C. LITCHFIELD,
HENRY S. GREEN,
P. M. JEFFERSON,
GEORGE FOSTER,
B. B. BABBITT.

A P P E N D I X .

SCHOOL BOOKS, GRADE, AND COURSE OF STUDY OF THE PUBLIC SCHOOLS OF ANDOVER.

IX. (1.) The school books to be used in the public schools and High School of the Town of Andover shall be as follows: The Bible; Sargent's Standard Speller and Primer, and First, Second, Third, Fourth, and Fifth Readers, Part II; Eaton's Primary, Intellectual and Common School Arithmetic and Treatise; Greenleaf's Algebra, Davis's Legendre and Surveying; Potter & Hammond's Book-keeping; Guyot's Primary, Elementary, Intermediate, and Common School Geographies; Brocklesby's Astronomy; Greene's Introductory and English Grammar, and Quackenbos' Rhetoric; Quackenbos' United States History, Worcester's General History; Payson, Dunton and Scribner's Writing Books, Calkin's Object Lessons, Wayland's Intellectual and Moral Philosophy; Stockhardt's Chemistry, Wood's Botany, Wells' Natural Philosophy; Andrews and Stoddard's Latin Lessons, Reader and Grammar; Andrews' Cæsar and Sallust, Johnson's Cicero, Bowen's Virgil, Kuhner's Greek Grammar; Boyce's Anabasis, Owen's Illiad, Smith's Latin and Greek Composition.

GRADATION OF SCHOOLS.

The metes and bounds of the districts now abolished by both town and state, shall be retained as a convenient guide in the arrangement of the schools and their distribution in all parts of the town.

There shall be four grades of schools in the Town of Andover, viz.: Primary, Intermediate, Grammar, and the High School.

If in any district or districts this classification of schools is found impracticable, the schools otherwise constituted shall be called mixed schools.

There may be a mixed school in each of the following districts, viz.: Osgood, Bailey, Abbott, North, West Centre, Scotland and Holt.

The studies pursued in these mixed schools, may embrace the entire course marked out for all the schools under the High school.

Children, over five years, who shall give satisfactory evidence of having been vaccinated, may be admitted to a Primary school.

No child shall be admitted to an Intermediate school who cannot read fluently in Sargent's First Reader, spell ordinary words of two syllables, and is not familiar with the addition, subtraction, multiplication and division tables.

COURSE OF STUDY FOR PRIMARY SCHOOLS.

FIRST YEAR.

Oral Instruction,—on form, color, size, etc., illustrated by familiar objects in the school room.

Reading and Spelling, elementary sounds and the names of letters. Sargent's Primer begun, with conversations on the lessons. Spell from the Primer.

Drawing on the slate or blackboard straight and curved lines, and combining them so as to form letters.

Singing and physical exercises once or twice a day.

SECOND YEAR.

Oral Instruction,—the human body, its chief parts and their uses, recreation, civility, punctuality.

Reading and spelling, Primer finished, First Reader begun; conversations on the lessons; attention given to punctuation; spelling from reading lessons, and printing letters so as to form words; counting from 1 to 100 forward and backward.

Read and write Arabic numbers to 100.

Commence the addition and subtraction tables on blackboard.

Singing and physical exercises once or twice a day.

THIRD YEAR.

Oral Instruction,—common plants and domestic animals; the geography of Andover.

Reading and spelling, First Reader finished, and Second Reader begun.

Attention given to enunciation and pronunciation; conversations on the lessons.

Spelling in Sargent's new Speller to the 26th page.

Arithmetic,—read and write from 1 to 1000; multiplication and division tables studied.

Geography,—Guyot's Primary or Elementary geography begun.

Writing,—Some of the capital and small letters copied from Payson & Dunton's charts.

Singing and physical exercises once or twice a day.

COURSE OF STUDY FOR INTERMEDIATE SCHOOLS.

FIRST YEAR.

Oral instruction,—the different trades and occupations; the government of the town of Andover.

Reading and Spelling, review the Second Reader, and commence the Third; names and uses of the points and marks, as they occur in the reading lessons; attention called to the use of capitals; conversations on the lessons; spelling from the lessons and in the Speller to page 40.

Drawing,—straight, oblique, and curved lines.

Writing,—letters copied on slate from Payson & Dunton's charts.

Geography,—Guyot's Primary or Elementary, continued.

Arithmetic,—the addition, subtraction, multiplication and division tables thoroughly reviewed and mastered; exercises in ready reckoning; Written Arithmetic begun; read and write Arabic and Roman numerals to ten thousand; simple problems in Intellectual Arithmetic.

Singing and physical exercises once or twice per day.

SECOND YEAR.

Oral instruction,—State government; geography of Massachusetts.

Reading and Spelling, Third Reader finished; words defined; conversations on the lessons; spelling from the lessons and in the Speller to page 60, both written and oral.

Drawing,—map drawing.

Penmanship,—writing with a pen; copies; composition.

Geography,—Primary or Elementary Geography finished and reviewed.

Arithmetic,—slate and blackboard exercises; through long division, and review; combination of numbers; Eaton's Intellectual Arithmetic.

Singing and physical exercises once or twice a day.

QUALIFICATIONS TO ENTER THE CENTRAL GRAMMAR SCHOOL.

Candidates for admission to the Central Grammar School must be able to read fluently in easy prose from the highest reader used in the schools below, and to spell all ordinary words correctly. They will be required to pass an examination satisfactory to the Principal, in Eaton's Intellectual Arithmetic to section four; in Eaton's Common School Arithmetic to article 86, and in Guyot's Elementary Geography, or an equivalent.

COURSE OF STUDY FOR CENTRAL GRAMMAR SCHOOL.

FIRST YEAR.

Writing and Drawing Maps.

Reading and Spelling.

Arithmetic,—Written Arithmetic, addition, subtraction, multiplication, division; Intellectual Arithmetic.

Geography,—North and South America.

Singing and physical exercises.

SECOND YEAR.

Writing; Reading; Spelling.

Arithmetic,—fractions; decimal and duodecimals; Common and Intellectual Arithmetic.

Geography,—Europe; Asia; Africa; drawing maps.

Grammar,—Greene's Grammar commenced and pursued to page 133; parsing and composition.

Singing and physical exercises.

THIRD YEAR.

Writing; Reading; Spelling.

Arithmetic,—percentage; ratio; proportion; review.

Geography,—United States; review of the whole; map drawing.

Grammar,—continued to page 178; analysis; parsing and composition.

Each class will be required to review the work gone over by the preceding class. All the classes will be required to draw maps from memory. Declamations and recitations throughout the entire course.

HIGH SCHOOL.—General Department.

1st.	Arithmetic. Latin Lessons. English Grammar and Analysis.	Algebra. Latin Lessons. English Grammar and Analysis.	Algebra. Latin Reader. U. S. History.
2nd.	Algebra. Latin Reader. General History.	Geometry. Cæsar. General History.	Geometry. Cæsar. Botany.
3rd.	Geometry. Virgil. Natural Philosophy.	Trigonometry. Virgil. Natural Philosophy.	Rhetoric. Virgil or Surveying. Natural Philosophy.
4th.	Intellectual Philosophy. Chemistry. Astronomy.	Intellectual Philosophy. Chemistry. Astronomy.	Moral Philosophy and Evi- dences of Christianity. Constitution of the U. S. Review of the Course.

HIGH SCHOOL.—Classical Department.

The scholars in this Department finish the first two years of the General Department, after that the course for them will be as follows :

3rd.	Virgil. Latin Prosody, Kuhner's Gr'k Grammar.	Virgil. Ancient Geography. Anabasis.	Virgil. Ancient History. Anabasis.
4th.	Cicero. Lat. and Gr'k Composit'n. Anabasis.	Cicero. Lat. and Gr'k Composit'n. Homer's Illiad.	Sallust. Latin and Greek Composition. Studies Reviewed.

TOTAL EXPENDITURE FOR FREE SCHOOLS.

Paid to Teachers, - - - - -	\$6,067 97
for fuel, and to Janitors, etc., - - - -	903 72
as per vote of town to the Punchard School, -	700 00
for School Committee's Report, - - - -	96 00
“ “ salaries, - - - -	585 00
Expended by the Trustees of Punchard School, -	3,186 61
“ “ School Committee for School Houses, -	4,109 54
Total, - - - - -	\$15,649 84
Expenditures less than last year, by the sum of -	\$172 32

The present Board of School Committee consists of the following persons: E. Francis Holt, Esq., who has three years to serve; Hon. George Foster, who has two years to serve; Revs. Henry S. Green and Daniel C. Litchfield, who have one year each to serve.

The officers of the Board are, Rev. Henry S. Green, Chairman; E. Francis Holt, Esq., Secretary. Hon. George Foster, Financial Agent.

E. Francis Holt, Sub-Committee on the West Centre, North, Abbott, Osgood and Bailey schools.

George Foster, Sub-Committee on the Frye, Village and Holt schools.

Henry S. Green, Sub-Committee on the Ballard Vale and Scotland schools.

Daniel C. Litchfield, Sub-Committee on the Central Grammar, South Centre and Phillips schools.

Whatever is needed for a school must be ordered by the Sub-Committee of that school. In case he is absent, any one of the Committee may give the order.

When a scholar needs a book, and the parent or guardian refuses to furnish it, the teacher is requested to give the Sub-Committee a written notice of the fact.

TABULAR VIEW OF THE SCHOOLS, TAKEN FROM THE REGISTERS.

NAME OF SCHOOL.	LENGTH OF SCHOOL.				ATTENDANCE.						No. under five years.				No. over fifteen years.				Visitors.			Total number of						
	1st Term.		2d Term.		3d Term.		Average.		No. Scholars.		2d Term.		Average.		No. Scholars.		3d Term.		Average.		No. under five years.		No. over fifteen years.		1st 2nd 3rd			
	M. D.	M. D.	M. D.	M. D.	M. D.	M. D.	M. D.	M. D.	M. D.	M. D.	M. D.	M. D.	M. D.	M. D.	M. D.	M. D.	M. D.	M. D.	M. D.	M. D.	M. D.		M. D.	M. D.	M. D.	M. D.	M. D.	M. D.
Punchard School,	2-17	3-02	3-10	9-9	54	53 1-5	69	61 3-5	58	51 3-7	32	37	34	30	71	34	135				0	0	0	0	0	0	0	0
Central Grammar School,	3-0	3-0	3-0	9-0	69	64 1-4	109	92 1-2	103	83 4-5	4	11	11	16	16	16	48				0	0	0	0	0	0	0	0
“ Intermediate,	3-0	3-0	2-17	8-17	50	46 1-4	47	40	41	37	0	0	0	12	21	14	46				0	0	0	0	0	0	0	0
“ Primary,	3-0	3-0	2-17	8-17	88	72 5-15	73	52	64	51	0	0	0	11	25	39	76				0	0	0	0	0	0	0	0
Phillips School,	3-0	3-0	2 15	8-15	67	49 5-3	52	40	57	45	0	0	0	2	9	15	26				0	0	0	0	0	0	0	0
Village Intermediate,	3-0	3-0	2-19	8-19	38	29 9-10	42	33 5-7	46	35 1-2	0	0	0	14	10	17	41				0	0	0	0	0	0	0	0
“ Primary,	3-0	3-0	2-19	8-19	54	39 9-10	57	48	56	40	0	0	0	2	10	16	47				0	0	0	0	0	0	0	0
Scotland School,	2-17	2-18	2-18	8-13	24	20 5-6	26	22	20	16	0	0	0	6	11	18	35				0	0	0	0	0	0	0	0
Holt School,	2-15	2-17	2-5	8-07	52	41 5-6	50	34 5-11	41	33 1-5	0	0	0	14	10	17	47				0	0	0	0	0	0	0	0
Ballard Vale Grammar,	3-0	3-0	3-1	9-1	38	33 5-6	45	36	42	36	0	0	0	21	10	16	47				0	0	0	0	0	0	0	0
“ Intermediate,	3-0	3-0	3-1	9-1	41	35 5-6	50	39	42	32	0	0	0	6	11	18	35				0	0	0	0	0	0	0	0
“ Primary,	3-0	3-0	3-1	9-1	96	82 5-12	62	54	49	33	0	0	0	20	21	32	73				0	0	0	0	0	0	0	0
West Centre,	3-0	3-0	2-19	8-19	36	31 5-12	34	28 6-7	41	35 1-9	0	0	0	21	12	18	51				0	0	0	0	0	0	0	0
Frye Senior,	2-18	2-16	2-14	8-8	28	24 1-2	32	26 1-11	30	23 1-7	0	0	5	12	22	31	65				0	0	0	0	0	0	0	0
“ Primary,	2-18	2-16	2-14	8-8	56	51 1-5	52	40	50	40	0	0	0	27	32	25	84				0	0	0	0	0	0	0	0
Osgood School,	3-0	3-0	2-18	8-18	33	31 1-5	33	30 3-5	34	30 7-9	0	1	0	31	24	13	68				0	0	0	0	0	0	0	0
Bailey “	3-0	3-0	2-18	8-18	25	23 3-9	25	22	37	35	0	0	0	8	10	8	26				0	0	0	0	0	0	0	0
Abbott “			3-9	3-9	9	7 9-10	9	7 9-10	9	7 9-10	0	0	0	6	11	18	35				0	0	0	0	0	0	0	0
North “			3-9	3-9	10	8 1-2	10	8 1-2	10	8 1-2	0	0	0	11	10	13	4				0	0	0	0	0	0	0	0
North and Abbott	3	3		6-0	17	12 1-4	21	15 3-4	0	0	0	0	2	11	10	0	21				1	2	0	0	0	0	0	0
Totals,	53-5	53-9	56-14	163-8	863	739 23-60	879	716 873-1540	827	674 227-630	36	57	65	262	326	352	940				6	13						

REPORT OF SCHOOL COMMITTEE.

PARTIAL RECORD OF THE PUBLIC SCHOOLS.

This Table presents a partial record of the Public Schools in Andover from 1862 to 1868, as taken from Annual Reports of the Board of Education.

The Year.	Number of teachers in Public Schools.		Number of scholars of all ages in the Public Schools.		Persons between 5 and 15 years in Town.		Aggregate Average Attendance.		Aggregate Length of School.		Average Length of Schools.		Taxable Valuation of Town.		Average Wages per Month.		Town appropriations for Schools.		Sum appropriated by Town for each child between 5 and 15 years of age.		Rank in State according to sum appropriated for each child between 5 and 15 years of age.		Number of Towns in State.		Rank in County according to sum appropriated for each child between 5 and 15 years of age.		Number of Towns in County.		Percentage of Valuation appropriated to Public Schools.		Rank in State according to percentage of Valuation appropriated for Public Schools.		Rank in County according to percentage of Valuation appropriated for Public Schools.	
	Males	Fem.	Sum.	Winter.			Sum.	Winter.							Males.	Fem.																		
1863	18	0	799	797	884	696	588	148-17					\$2,339,977	1860	\$37.50	\$22.16	\$3500	\$3,959	181	333	23	34	.001.50	244	25									
1864	19	0	862	787	944	664	640	148-19					"		40.00	21.26	3800	4,025	180	"	22	"	.001.62	236	25									
1865	19	0	851	784	935	648	650	145-07					2,702,427				3800	4,064	220	334	27	"	.001.41	286	30									
1866	20	2	997	772	1039	740	671	149-19	7-10				"		40.00	26.85	4500	4,331	237	335	32	"	.001.67	270	28									
1867	19	1	1035	1017	988	826	732	153-18	0-1				"		126.29	30.00	5000	5,061	221	"	27	"	.001.85	273	27									
1868	19	2	1123	1034	844	864	839	171-04	8-11				"		116.00	36.35	6000	7,109	121	336	14	"	.002.22	249	28									

NUMBERS AND COST.

Schools arranged according to their numbers.			Schools arranged according to the annual cost per scholar for instruction.		
Rank according to numbers.	NAME OF SCHOOL.	Whole number of Scholars in Summer.	Rank according to cost per Scholar.	NAME OF SCHOOL.	Annual cost per Scholar for instruction.
1	Central Grammar School,	136	1	Punchard School,	\$30 21
2	South Centre Primary,	106	2	Abbott,	25 00
3	Ballard Vale Primary,	102	3	Central Grammar,	12 31
4	Punchard School,	80	4	North,	9 00
5	Phillips,	78	5	Scotland,	9 59
6	Village Primary,	77	6	Osgood,	8 14
7	South Centre Intermediate,	76	7	Bailey,	6 87
7	Frye Primary,	76	8	Frye Intermediate,	6 11
8	Holt,	64	9	Ballard Vale Grammar,	5 74
9	Ballard Vale Intermediate,	62	10	West Centre,	5 44
10	Ballard Vale Grammar,	61	11	Phillips,	5 37
11	Village Intermediate,	58	12	Village Intermediate,	4 74
12	West Centre,	53	13	Ballard Vale,	4 43
13	Frye Intermediate,	45	14	Holt,	4 29
14	Osgood,	43	15	South Centre Intermediate,	3 61
15	Bailey,	40	15	Frye Primary,	3 61
16	Scotland,	32	16	Village Primary,	3 58
17	North,	25	17	South Centre,	3 57
18	Abbott,	9	18	Ballard Vale,	2 69

TEACHERS AND WAGES.

Schools.	Teachers.	Time.	Salary.	Fuel, and care of School- houses.
Punchard School, Principal,	W. G. Goldsmith,	3 terms.	\$1500 00	
	P. H. Wilder,		316 00	
	Abbie S. Hervey,		218 33	
	S. A. Vinton,		250 00	
	Abbie M. Bailey,		133 00	
Central Grammar School,	E Chapin Sawin,	3 terms.	876 66	\$194 75
" " "	Hannah B. Abbott,	2 terms.	175 30	
" " "	Rosa L. Pratt,	1 term.	133 33	
" " "	Ellen F. Brown,	5 weeks.	38 24	
	Kate A. Findley,	4 weeks.	30 56	
Central Intermediate,	Minnie C. Russell,	3 terms.	281 68	
" Primary,	Laura M. Chandler,	3 terms.	295 66	115 06
" " "	T. E. Chandler,	2 terms.	88 00	
Phillips School,	Kate A. Findley,	2 terms, 4 weeks.	216 06	
" " "	Hattie P. Hervey,	3 terms.	136 00	78 14
" " "	Margie B. Tenney,	8 weeks.	61 11	
Village Intermediate,	C. H. Abbott,	3 terms.	266 67	
" Primary,	Mary F. Merrill,	3 terms.	278 67	145 63
" Mixed,	Lizza A. Tuxbury,	1 term.	120 00	
Scotland School,	Margie B. Tenney,	2 terms, 4 weeks.	205 56	
" " "	Mary E. Gile,	8 weeks.	61 11	39 18
Holt School,	Kate T. Fuller,	2 terms.	174 99	
" " "	Lora M. White,	1 term.	91 66	41 74
Ballard Vale Grammar,	Rosa L. Pratt,	1 term.	120 00	
" " "	E. A. Ferguson,	1 term.	116 67	
" " "	H. M. Richardson,	1 term.	120 00	59 00
" " Intermediate,	Abbie A. Richardson,	3 terms.	266 66	
" " Primary,	Susie V. Thurston,	3 terms.	266 67	
West Centre School,	P. E. Holt,	1 term.	83 33	
" " "	H. M. Abbott,	2 terms.	183 32	32 37
Frye, Senior,	A. R. Worthley,	3 terms.	266 67	
Frye, Primary,	Mary S. Ross,	2 terms.	175 00	55 36
" " "	Hannah B. Abbott,	1 term.	91 67	
Osgood School,	M. A. Whitehouse,	3 terms.	308 32	47 50
Bailey School,	Fannie A. Hardy,	3 terms.	273 66	37 15
North and Abbott Schools,	H. M. Abbott,	1 term.	83 20	
" " "	S. E. Holt,	2 terms.	150 00	57 86
			\$8453 33	\$903 72

R E P O R T

OF THE

SCHOOL COMMITTEE

OF THE

TOWN OF ANDOVER,

FOR THE YEAR 1869-'70.



L A W R E N C E :

Geo. S. Merrill & Co, Printers, No. 234 Essex Street.

1 8 7 0 .



REPORT.

The town system of organization was adopted three years ago. It has been attended with very satisfactory results. Three school houses have been built and old ones have been re-modeled and so improved, that comfortable and convenient accommodations have been provided for nearly all the schools. The privileges and school accommodations have been equalized. The shorter schools have been lengthened, so that there are now for each school, three terms of twelve weeks, making the aggregate of thirty-six weeks for the year, which is regarded by the best educators as the maximum time which can be profitably devoted in any one year to close study. Each school is placed under the supervision, so far as possible, of experienced and permanent teachers.

Simultaneous with the town system, the graded system was introduced. It was of great benefit. A school graded according to age and attainments will make greater progress and proficiency than would be possible in a mixed school, however well conducted. In a mixed school there are of necessity many classes.

Let it be properly graded and the number of classes will be reduced one half, and consequently there will be double the time for drilling the school and explaining the studies in each class.

The co-operation of parents with the teachers is necessary for the best good of the school. And it is highly encouraging to know that so many of our children are blessed with right parental influences. Parents have generally exerted their influence in favor of order and discipline, and have co-operated in word and deed with the teachers for the practical benefit of the scholars.

Great commendation is certainly due, both to teachers and scholars, for thoroughly eradicating the great evil of whispering from all the schools.

Gymnastics and music are well employed in most of the schools. We wish to encourage the practice of both, in all. The sweet singing of a child is a refreshing relief to the work of the school-room. Tiresome feelings vanish, the brain is rested, the scholars are ready to resume their studies with increased earnestness and success.

Map Drawing is a permanent feature in all the schools. This should be regarded with special favor. In no other way can scholars secure so accurate and practical knowledge of Geography. Every school is liberally provided with tablets which can be used to very great advantage to a practical understanding of the various recitations, and to illustrate and give interest to methods of study.

REPORT OF THE SEVERAL SCHOOLS.

THE PUNCHARD FREE SCHOOL.

Principal, William G. Goldsmith; Assistant, Miss Abby M. Bailey.

This school has completed another year of successful study. Its worth is better understood, and it is gaining in importance and appreciation. All the schools are better for its influence. It equalizes and diminishes the expenses of education. Here the children of the poorest and humblest citizen have facilities for obtaining education equal to those afforded to the sons and daughters of the wealthiest, if they will only with patience and industry, study. It furnishes motives to thoroughness and completeness in study, as were never presented before. We are glad to observe that the people are by no means indifferent to its broad and free advantages, and fully realize the incalculable blessings that must descend upon their children through the medium of this school, to the end of time. It seems proper here to express our most profound respect for the memory of him who founded this school, and whose generous benefaction so richly en-

dowed it for educational and religious purposes. The following are the statistics for the last three terms, viz :

Ending June, 1869. Whole number,	54
Not tardy,	46
Perfect in deportment,	32
Not absent, tardy or dismissed,	28
Perfect in deportment, not absent, tardy or dismissed,	22

Ending November, 1869. Whole number,	54
Not tardy,	49
Perfect in deportment,	29
Not absent, tardy, or dismissed,	18
Perfect in deportment, not absent, tardy or dismissed,	15

Ending March, 1870. Whole number,	53
Not tardy,	42
Perfect in deportment,	24
Not absent, tardy, or dismissed,	19
Perfect in deportment, not absent, tardy, or dismissed,	13

Graduates : Hattie R. Abbott, Kate W. Cooke, Chas. Fred Foster, Mary Gray, Sarah E. Holt, Mary E. Jones, Lucia G. Merrill, Irine S. Wardwell.

THE CENTRAL GRAMMAR SCHOOL.

The Central Grammar School, with Mr. H. Chapin Sawin as Principal, and Misses Rosa L. Pratt and Ellen T. Brown as Assistants, not only fully sustains its previous high standard of excellence, but in the opinion of the Committee, is making manifest improvement. The importance of this school is more and more appreciated, and it is constantly winning its way into

public favor. For thoroughness of instruction, and success in mental development we have the satisfaction of believing that it meets all reasonable expectations. The studies and exercises are varied, and such improvements are introduced as will secure the greatest proficiency of the pupils. The year closes with seventy-six scholars, and we are gratified to know that the prospect for a larger class, from the several district schools, may confidently be expected next year, than on any previous year.

SOUTH CENTRE SCHOOLS.

The South Centre Intermediate School was taught, the first and second terms, by Miss Minnie Russell, who had creditably occupied the position for several preceeding years. An *engagement* to fill another sphere of usefulness induced her to resign at the close of the Fall term, much to the regret of the Committee, and those whose children had been under her faithful tuition. Her place has been filled by Miss Kate A. Findley, of whom, as a teacher, we can safely speak in very high terms. Few, indeed, are so perfectly familiar with the different branches taught in our public schools, and fewer still require so little reference to the text books used. A large class will be prepared to enter the Grammar school next autumn.

Miss Frances E. Chandler continues in charge of the primary department, and for patience, perseverance,

and faithful services, deserves the affectionate regards of the little folks under her care, and the approbation of their parents. Miss Chandler was efficiently assisted, in the Summer term, by Miss Carrie E. Emerson.

PHILLIPS SCHOOL.

This school has been under the charge of a long-tried and experienced teacher. It has been well managed, thoroughly taught, and successfully improved. The pupils were stimulated to feel that education was of great importance to them, and that their school days must not be wasted in idleness. There was improvement in the regular attendance of many of the scholars. The whole atmosphere was tempered with kindness.

The closing examination was one of special interest, and was concluded by the presentation of a very beautiful present to the teacher.

VILLAGE SCHOOLS.

The Intermediate Department of the Village school still enjoys the services of Miss Charlotte H. Abbott. The school is subject to the vicissitudes always incident to a factory village, but we think the two past terms have exhibited marked advancement. The constant

use of the black-board is a very successful means of improvement, and in this school, these exercises have been exceedingly beneficial.

Miss Mary F. Merrill, for seven or eight years past, has had the primary department in charge, and by untiring industry, and an ardent love of her vocation, merits and receives the affection of her scholars, and the commendation of their friends. Miss Ella F. Merrill was employed during the Summer term, as an Assistant. This and some other schools have not had the benefit of assistants during the Winter term, although the number in attendance has been so large as to severely tax the energies of the teachers and lessen the attention the children ought to receive. This deficiency will be remedied in future.

BALLARD VALE SCHOOLS.

This school has three departments. Each department was entrusted to the care of a teacher who had the benefit of experience, and had taught the same school several terms. By their familiarity with the dispositions and attainments, and the habits of the scholars, they were aided to grade, and discipline the school more perfectly, and profitably to instruct them, and to secure satisfactory progress in each department. The method of teaching was to develop the faculties of the mind, and to awaken thought, rather than to tax the memory with unmeaning details. The spelling and definitions were excellent.

SCOTLAND SCHOOL.

The parents and friends take a deep interest in the welfare of this school. Its pupils have made attainments that will be of value in coming life. The most punctual and regular in attendance, have taken the highest rank as scholars. The arrangements for imparting instruction and maintaining discipline, were excellent. A well regulated school is of vast importance to the happiness of our families, and the usefulness of our children.

HOLT SCHOOL.

One of the pleasant things in this district is the new School House. It is a good and substantial building, well located, neat and comfortable, within and without, having the most approved furniture. This school was under the supervision, the first and second terms of the year, of Miss C. A. Findley. She proved herself a thorough, faithful and successful teacher. The third term, the services of Miss Wardwell were secured. She devoted her best energies, and her success left no doubt that the school had fallen into good hands.

WEST CENTRE SCHOOL.

In few, if any of our schools, has there been more marked and efficient application and real progress during the year, than in the West Centre. A finish

and thoroughness highly gratifying to the Committee, has been noticeable in whatever was undertaken. Two of the prizes at the spelling-match were awarded to members of this school.

FRYE VILLAGE SCHOOLS.

The schools in Frye Village have been in charge of the same teachers who have previously and successfully taught them. It is believed by the Committee, that during the last term especially, an awakened interest and zeal was manifest on the part of the pupils in both departments; for the continuance of which it is hoped much pains will be taken by all interested in the success of the school.

During the second term, one half of the scholars in the Intermediate department, were neither absent nor tardy, and more than one half were not absent during the Winter or third term.

ABBOTT AND NORTH SCHOOLS.

It was in contemplation by the Committee at the commencement of the year, to unite the Abbott and North as one school; but the final decision was to employ a Teacher for each; and though the numbers have been small, yet the attendance and attention show that the scholars appreciate this decision. But

one school gives a larger per cent. attendance than the North, and one boy of twelve years, Nathan R. Bailey, has not been absent for seven years and tardy but once, if at all, during the same time.

BAILEY SCHOOL.

Frequent change of teachers is a misfortune to any school, and in this respect the Bailey has suffered during the year; having had three successive teachers. Miss Hardy, who had taught for several years, being obliged on account of sickness to resign, and her successor, Miss Merrill, for the same reason; the school was placed in charge of Miss Hattie Abbott, who it is hoped may continue successfully as its instructress. Prevailing sickness, and the removal from the District of three or four scholars who were members but two or three weeks, seriously affected the average attendance during the winter term.

OSGOOD SCHOOL.

All that could well be said in commendation of any school, has heretofore been written concerning the Osgood. In the judgment of the Committee it has, during the year, fully maintained the meritorious standard previously given it. Five of the Prizes awarded at the Spelling-match were to members of this school.

The schools have been prosperous and done a good year's work. The closing examinations displayed them all to be in an excellent condition; leaving no doubt as to the professional merit of the teachers and the thorough and accurate attainments of the scholars.

The Committee, in conclusion, extend to the teachers, one and all, a hearty commendation for their devoted and successful labors the past year.

SPELLING MATCH.

The sixth annual Spelling Match of the scholars connected with the public schools, for the Draper prizes, took place at the Town Hall. The audience present was unusually large, completely filling the hall and gallery, and the interest manifested throughout equalled if not exceeded that of any former similar occasion. Dr. Frank Wells and George H. Poor, Esq., of this town, and Gilbert E. Hood, Esq., of Lawrence, were the judges, and performed their duties with the utmost fairness and impartiality.

The first class consisted of those under ten years of age, who were to spell from the first fifty pages of Sargent's Pronouncing Speller. Competitors, 14 boys and 13 girls. Lilla Bailey, Osgood district, spelled 46 words without missing, and had the first prize, "Hawthorne's Holiday Library," 12 volumes. Simon Flynn, Ballard Vale district, spelled 45 words

correctly, and took the second prize, "Farming for Boys." Frank B. Holt, West Centre district, spelled 62 words and received the third prize, an Autograph Album.

The second class was for pupils under 12 years of age, in the first 75 pages of the Speller. Competitors, 10 boys and 12 girls. Thaddeus D. Kennison, Osgood district, spelled 49 words without missing and obtained the first prize, "Chellis Stories," 3 volumes. Grace A. Bancroft, Scotland district, took the second prize, "Our Dumb Neighbors," and Lizzie E. McMillan, Village district, received the third prize, an Autograph Album.

The third class was for all scholars without regard to age, words from any part of the Speller. Competitors, 14 boys and 17 girls. First prize, "Lindendale Stories," 5 volumes, to Georgiana Chase, Osgood district. Second prize, Portmonnaie, to Laura A. Ames, West Centre district. Third prize, "Shakespeare," to Thersa Chase, Osgood district.

In the last trial open to all scholars to spell miscellaneous words, there were for competitors, 9 boys and 22 girls. The prize, a rosewood writing desk, was given to Georgiana Chase, Osgood district.

It will be seen that the first prizes were taken by scholars from the Osgood district. In the distribution of prizes, it was suggested by some one that Shakespeare might not be so appropriate for Miss Thersa as a beautiful writing desk, which was offered her, but she chose the former, very much to the gratification of those overhearing the conversation, who thought her not only a superior speller, but possessed of other

good mental qualities. In the last class, the word as-sa-fœt-i-da swept off the whole range of boys, and made fearful havoc among the girls. Of the several divisions, the first embracing those under 10 years of age, elicited the most interest, and it was very exciting to watch the little folks as the words passed around, and when but three or four were left standing, the spectators would involuntarily whisper, "That is a noble little fellow," and "That is a remarkable little girl." One could hardly refrain from becoming deeply interested in those who bravely sustained themselves while others were falling on their right and left.

As Mr. Draper has no children of his own, it is certainly very commendable in him to take such a lively interest in the education of other people's progeny, and it is manifestly evident that his efforts have proved successful in exciting a very beneficial emulation in the matter of spelling. The value of the prizes this year is more than \$32, and the aggregate of all his gifts for this object, exceeds \$200.

HENRY S. GREENE,	}	COMMITTEE.
GEORGE FOSTER,		
E. FRANCIS HOLT,		

A P P E N D I X .

FINANCIAL STATEMENT, 1869-'70.

Amount paid by the town on school house account,	\$3,930 09
Appropriated by the town for the current year,	1,500 00
No new school houses, it is thought, will be required during the year, and the appropriation will probably be sufficient to make the necessary repairs and improvements.	

AMOUNT PAID BY THE TOWN FOR SCHOOLS.

Teachers' salaries,	6,823 87
Fuel and incidentals,	852 90

Total,	<u>\$7,676 77</u>
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Amount appropriated for schools the current year,	6,500 00
By reference to the Treasurer's Account in the Auditor's Report for the past year, the following sums will be found acknowledged which properly go the credit of the School House Account :	

Rents of school house building at Ballard Vale,	\$230 00
Sale of Holt School House,	66 00
	<u>296 00</u>

The following sums also received by the Treasurer,
should be credited to schools :

Proprietor's Fund,	96 00
Phillip's Fund,	60 00
State School Fund,	243 17
	<u>\$399 17</u>

The present Board of School Committee consists of the following persons: Rev. Henry S. Greene, who has three years to serve; E. Francis Holt, Esq., who has two years to serve; Hon. Geo. Foster, who has one year to serve.

The officers of the Board are, Rev. Henry S. Greene, Chairman; E. Francis Holt, Esq., Secretary; Hon. George Foster, Financial Agent. Henry S. Greene, Sub-Committee on the Ballard Vale, Holt, Scotland and Phillips Schools. E. Francis Holt, Sub-Committee on the West Centre, North, Abbot, Frye, Osgood and Bailey Schools. George Foster, Sub-Committee on the Central Grammar, South Centre and Village Schools.

The following table, after giving the amount received by each teacher during the year, presents, first: The largest number of members in any term of the year. Second: The membership of each term equated for the year. Third: The average attendance of each term equated, &c., equating each item excepting the reference to the ages of five and fifteen years, when the largest number in any term is given.

SCHOOLS.	TEACHERS.	Terms.	Salary.	Amount received.	Additional from Phil. Mps Fund.	Largest No.	Equated No.	Average attendance.	Per cent. attendance.	Neither absent nor tardy.	No. under 5 years.	Over 15 yrs.
Central Grammar,	H. Chapin Sawin,	3	\$1000 00	\$1000 00		82	75	68	91	16	0	12
" "	Rosa L. Pratt,	3	400 00	400 00								
" "	Ellen T. Brown,	3	275 00	275 00								
Central Intermediate,	Minnie Russell,	2	275 00	183 33		42	41	39	94	11	0	1
" "	Kate A. Findley,	1	350 00	116 67								
Central Primary,	Frances E. Chandler,	3	275 00	275 00		80	68	74	79	7	3	0
" "	Carrie E. Emerson,	1	144 00	48 00								
Village Intermediate,	Charlotte H. Abbott,	3	275 00	275 00		55	51	41	80	3	0	1
" "	Mary F. Merrill,	3	283 00	283 33		71	66	53	80	9	0	0
Village Primary,	Ella F. Merrill,	1	144 00	48 00								
" "	Margie B. Tenney,	3	283 00	283 33		70	65	51	78	5	9	2
Phillips,	Hattie P. Hervey,	2	162 00	108 00								
Holt,	Kate A. Findley,	2	300 00	200 00		40	37	31	84	4	0	3
" "	Louisa O. Wardwell,	1	275 00	97 67	\$15 00							
Scotland,	Mary E. Gile,	3	275 00	275 00	15 00	24	21	18	85	1	1	2
Ballard Vale Grammar,	II. Maria Richardson,	3	360 00	360 00		40	38	34	90	4	0	1
" "	Abbie A. Richardson,	3	275 00	275 01		39	38	33	88	4	0	0
" "	Susie V. Thurston,	3	300 00	300 00		80	70	59	84	3	1	0
Frye Intermediate,	Abbie R. Wonthley,	3	275 00	275 00		32	32	28	88	15	0	0
" Primary,	Hannah B. Abbott,	3	275 00	275 00		44	41	36	88	8	0	0
West Centre,	Mrs. M. S. Cutler,	3	316 00	316 67	15 00	32	30	26	87	5	1	5
Osgood,	M. Abbie Whitehouse,	3	350 00	350 00		34	32	29	91	9	1	1
Bailey,	Fannie A. Hardy,	1	275 00	91 67		37	29	24	83	3	2	5
" "	Lucia G. Merrill,	1	275 00	91 67								
" "	Hattie R. Abbott,	1	275 00	91 67								
Abbott,	Agnes H. Donald,	3	225 60	225 00	15 00	12	11	10	91	2	1	3
North,	Sarah E. Holt,	3	225 00	225 00		9	9	8	93	2	1	1

SCHOOL STATISTICS.

CENTRAL GRAMMAR SCHOOL.

H. Chapin Sawin, Principal,	Salary, \$1,000		
Rosa L. Pratt, 1st Assistant,	Salary, 400		
Ellen T. Brown, 2d Assistant,	Salary, 275		
	1st Term.	2d Term.	3d Term.
Length of School, in weeks,	12	12	12
Whole number of Scholars,	82	68	76
Average attendance,	73	62	70
Per cent. attendance,	89	91	92
Number over 15 years of age,	3	4	12
Neither absent nor tardy,	17	20	16

SOUTH CENTRE SCHOOLS.

INTERMEDIATE DEPARTMENT.

Minnie Russell, Teacher, 1st and 2d Terms,	Salary, \$275		
Kate A. Findley, Teacher, 3d Term,	Salary, 350		
	1st Term.	2d Term.	3d Term.
Length of School, in weeks,	12	12	12
Whole number,	41	42	41
Average,	39	39	38
Per cent.,	95	93	93
Over 15 years of age,	0	1	0
Neither absent nor tardy,	13	15	6

PRIMARY DEPARTMENT.

Frances E. Chandler, Teacher,	Salary, \$275
Carrie E. Emerson, Assistant,	Salary, per week, 4 00

	1st Term.	2d Term.	3d Term.
Length of School, in weeks,	12	12	12
Whole number,	80	66	57
Average,	60	54	47
Per cent.,	75	82	82
Under five years,	3	2	0
Neither absent nor tardy,	8	10	4

VILLAGE SCHOOLS.

INTERMEDIATE DEPARTMENT.

Charlotte H. Abbott, Teacher,	Salary, \$275		
	1st Term.	2d Term.	3d Term.
Length of School, in weeks,	12	12	12
Whole number,	55	52	46
Average,	44	41	37
Per cent.,	80	79	80
Over fifteen years,			1
Neither absent nor tardy,	2	3	4

PRIMARY DEPARTMENT.

Mary F. Merrill, Teacher,	Salary, \$283 ¹ ₃		
	1st Term.	2d Term.	3d Term.
Length of School, in weeks,	12	12	12
Whole number,	71	65	62
Average,	58	57	45
Per cent.,	82	88	73
Neither absent nor tardy,	5	10	3

PHILLIPS SCHOOL.

Margie B. Tenney, Teacher,	Salary, \$283 ¹ ₃		
Hattie P. Hervey, Assistant, 1st and 2d Terms.			
	1st Term.	2d Term.	3d Term.
Length of School, in weeks,	12	12	12
Whole number,	63	61	70
Average,	49	49	55
Per cent.,	78	80	79

Neither absent nor tardy,	5	5	5
Under five years of age,	3	9	2
Over fifteen years of age,			2

HOLT SCHOOL.

Kate A. Findley, Teacher, 1st and 2d Terms,	Salary, \$300		
Louisa C. Wardwell, Teacher, 3d Term,	Salary, 275		
	1st Term.	2d Term.	3d Term.
Length of School, in weeks,	12	12	14
Whole number,	40	36	34
Average,	35	29	28
Per cent.,	88	81	82
Neither absent nor tardy,	6	5	0
Over fifteen years,	1		3

SCOTLAND SCHOOL.

Mary E. Gile, Teacher,	Salary, \$275		
	1st Term,	2d Term.	3d Term.
Length of School, in weeks,	12	13	13
Whole number,	20	18	24
Average,	18	16	21
Per cent.,	90	89	91
Under five years,	1	1	
Over fifteen years,			2
Neither absent nor tardy,	4	0	6

BALLARD VALE, GRAMMAR SCHOOL.

H. Maria Richardson, Teacher,	Salary, \$360		
	1st Term.	2d Term.	3d Term.
Length of School, in weeks,	12	12	12
Whole number,	36	40	39
Average,	31	37	35
Per cent.,	86	93	90
Over fifteen years,		1	
Neither absent nor tardy,	4	6	3

INTERMEDIATE DEPARTMENT.

Abbie A. Richardson, Teacher,	Salary, \$275		
	1st Term.	2d Term.	3d Term.
Length of School, in weeks,	12	12	12
Whole number,	36	39	38
Average,	32	34	33
Per cent.,	89	87	87
Neither absent nor tardy,	4	3	4

PRIMARY DEPARTMENT.

Susie V. Thurston, Teacher,	Salary, \$300		
	1st Term.	2d Term.	3d Term.
Length of School, in week,	12	12	12
Whole number,	80	69	62
Average,	68	58	52
Per cent.,	85	84	84
Under five years,	1	1	0
Neither absent nor tardy,	2	0	0

WEST CENTRE SCHOOL.

Mrs. M. S. Cutler, Teacher,	Salary, \$316 $\frac{2}{3}$		
	1st Term.	2d Term.	3d Term.
Length of School, in weeks,	12	12	14
Whole number,	31	32	27
Average,	27	27	24
Per cent.,	87	84	89
Under five years,	1		
Over fifteen years,	4	4	5
Neither absent nor tardy,	6	4	5

OSGOOD SCHOOL.

M. Abbie Whitehouse, Teacher,	Salary, \$350		
	1st Term.	2d Term.	3d Term.
Length of School, in weeks,	12	12	12
Whole number,	31	31	34
Average,	29	27	31

Per cent.,	94	87	91
Under five years,		1	1
Over fifteen years,	1		
Neither absent nor tardy,	11	7	8

BAILEY SCHOOL.

Fannie A. Hardy, Teacher, 1st Term,	}	Salary, \$275
Lucia G. Merrill, Teacher, 2d Term,		
Hattie R. Abbott, Teacher, 3d Term,		

	1st Term.	2d Term.	3d Term.
Length of School, in weeks,	12	12	14
Whole number,	24	25	37
Average,	21	22	30
Per cent.,	90	88	81
Under five years,	2	2	1
Over fifteen years,	0	0	5
Neither absent nor tardy,	1	0	0

FRYE SCHOOLS.

INTERMEDIATE DEPARTMENT.

Abbie R. Worthly, Teacher,	Salary, \$275		
	1st Term.	2d Term.	3d Term.
Length of School, in weeks,	12	12	12
Whole number,	32	32	32
Average,	28	29	28
Per cent.,	89	91	87
Neither absent nor tardy,	15	15	13

PRIMARY DEPARTMENT.

Hannah B. Abbott, Teacher,	Salary, \$275		
	1st Term.	2d Term.	3d Term.
Length of School, in weeks,	12	12	12
Whole number,	40	44	40
Average,	34	39	35
Per cent.,	85	89	87
Under five years,	3	0	2
Neither absent nor tardy,	7	10	6

ABBOTT SCHOOL.

Agnes H. Donald, Teacher,	Salary, \$225		
	1st Term.	2d Term.	3d Term.
Length of School, in weeks,	12	12	12
Whole number,		10	11
Average,	10	9	10
Per cent.,	88	90	91
Neither absent nor tardy,	2	3	2
Under five years,	1	1	0
Over fifteen years,			3

NORTH SCHOOL.

Sarah E. Holt, Teacher,	Salary, \$225		
	1st Term.	2d Term.	3d Term.
Length of School, in weeks,	12	12	12
Whole number,	9	8	9
Average,	8	7	8
Per cent.,	95	94	92
Under five years,	1	1	0
Over fifteen years,			1
Neither absent nor tardy,	3	2	1

R E P O R T

OF THE

SCHOOL COMMITTEE

OF THE

TOWN OF ANDOVER,

FOR THE YEAR 1870-'71.



LAWRENCE, MASS.,
GEO. S. MERRILL & CO., PRINTERS.
1871.

REPORT.

Your Committee have aimed to exercise an impartial administration over school affairs. It has been our policy to employ teachers of our own town, so far as by so doing, we could elevate the standard of education, and thereby increase the usefulness of our schools. We have intended to encourage those especially who should bring to the profession of teaching the ability and spirit essential to success.

We have noticed that every year's experience in teaching adds to the value of the teacher. The teacher becomes better acquainted with the scholars and with the citizens, and has more time to perfect his or her method and system in the art of teaching. We are confident that school is, in every desirable excellence the best which has continued the longest under the jurisdiction of the same energetic and progressive teacher. The Committee have been pleased with the plan and general order of the schools. The teachers have cheerfully conformed to the course of study marked out by the Committee, and have aimed to teach principles rather than pass rapidly over the pages of the text-book, and to aid their pupils to understand the reason of every definition learned.

The government of the schools has been administered with kindness and love, and they have been successfully carried through without any exhibitions of physical force. Our schools, in their organization, government, instruction and progress through the year have met our reasonable expectations. Not one school a failure. Gymnastics and music can be well employed to relieve the wearisomeness of discipline and increase the interest in the school exercises. It produces a beneficial effect upon the feelings and behavior of all the members of the school.

Music is a moral educator of great power, and produces on the minds of the pupils the most salutary and beneficial results. It is a pleasant recreation, and will arouse the dull mind to activity and cheerfulness, and prepare both teacher and pupil for intellectual and moral effort. Music and muscular exercises have been practised in nearly all our schools, adding much interest and pleasure to them. It has received our hearty approval, and our wish is to encourage it in all.

We are glad to put on record the fact that our school-houses may be classed as good buildings, convenient and comfortable, well adapted to educational purposes, with ample room for recitations; the walls relieved with blackboards, maps and various adornments. They are furnished with approved furniture, adapted to the size and comfort of the scholars. Such appliances and attractions are designed to help the culture of the young. Good school-houses and good teachers, with the reasonable co-operation of

parents and guardians, render it morally certain that we shall have good schools.

The building for the High School is not yet completed, but is in a gratifying state of forwardness.

REPORT OF THE SEVERAL SCHOOLS.

HIGH SCHOOL.

Previous to 1870, the Punchard Free School obviated the necessity of the maintenance of a high school. But the Town, after much discussion and litigation, finding that they could not assist the Trustees in the support of that school, and said Trustees consequently deciding that they must discontinue the school until the building destroyed by fire could be replaced by accumulated funds, were necessitated to the establishment of such a school. Two thousand dollars were accordingly voted for its maintenance during the remainder of the financial year. The Committee, thus empowered, decided upon the lower hall of the Town House, it having been furnished for the continuance of the Punchard School, since the destruction of their school building. They then procured the services of Mr. S. C. Smith, and Miss S. E. Merrill, as teachers, and having made satisfactory arrangements with the Trustees for the use of their furniture and apparatus, the school was opened August 24th, 1870, thus having at present completed two terms, an aggregate of more than 27 weeks.

The teachers, we believe, have been earnest and

zealous in their labors for the school, and have had at heart the highest welfare of the pupils in all their arrangements, so that, notwithstanding the inconveniences which must of necessity attend the temporary fitting up of a hall and ante-rooms for school and recitation, aggravated as they were for a time by repairs in the hall above, rendering it at times quite impossible to conduct the recitations. There was evinced by the scholars from time to time, a degree of thoroughness in recitation, and an interest in the school that was quite commendable. This was noticeable at the exhibition, in which every part was so perfectly sustained as to give not the shadow of a failure, and also in the statistics by which it will be seen that during the first term the average was 96.5 of the entire attendance, and that nearly one-half were neither absent nor tardy. Since the arrangements of this school are now under the responsibility of the Town Committee, and since to it they *desire* to look, and with present means, in a great measure *must* look, for those who shall act as teachers in the schools of lower grade, it will be seen at once that upon its success depends that of these. If it shall give to us for teachers graduates thoroughly educated, disciplined, and possessed of a definite aim and object to be attained in the teacher's vocation, this spirit is caught up in the schools given to their charge, and the entire atmosphere is permeated through all the grades. On the contrary, if they came to us with a vague, sickly, aimless idea of the necessities and object of the school-room, and con-

sequently ill informed as to their duty to their charge, and still less informed as to the best method of discharging those duties; the progress of every school and scholar is seriously and almost irreparably impeded thereby. Judging from the experience of the past, we feel that this point cannot be too highly magnified, and would, therefore, most respectfully, but none the less earnestly, urge upon whoever may have charge of the school, the making it a specialty in the future course of the school, at least concerning all those who intend acting the part of teachers, as by so doing the standard of our schools may be greatly advanced. The fitting of a pupil for college is one thing; the fitting for a teacher of the young is quite another.

THE CENTRAL GRAMMAR SCHOOL.

The Central Grammar School, under the efficient teachers of the past year, has sustained a high standard of excellence. Mr. H. Chapin Sawin, who had been principal for several years, resigned the position at the close of the spring term for a more lucrative place, very much to the regret of the Committee. But we were fortunate in securing the services of Mr. D. D. Smith, a graduate of the Normal School at Bridgewater, to fill the vacancy. The assistant teachers during the year have been Miss Rosa L. Pratt, two terms, Miss Ellen T. Brown, three terms,

and Miss H. W. Smith, one term. To the faithful endeavors of all the teachers we bear unequivocal testimony, and think the people of the town highly favored by securing their valuable services. Mutual interest of teachers, parents and pupils, and a fuller appreciation of this important link in our golden educational chain will still further enlarge its beneficial influence, and extend its usefulness.

SOUTH CENTRE SCHOOL.

The South Centre Intermediate School was taught during the year by Miss Kate A. Findley, who fully sustained her previous reputation as a teacher of rare qualifications. A very large class entered the Grammar School from this department at the commencement of the Fall term. Miss Frances E. Chandler continues in charge of the Primary Department, a position for which she is so admirably adapted, and has so successfully filled for several years. She was efficiently assisted the Spring Term by Miss Hattie P. Hervey, and the Fall Term by Miss E. Frances Callahan. In the anxiety of parents to have their children reach the higher departments of learning, they should not lose sight of the importance of their primary education. The foundation of the educational structure should be laid with great care, and the earliest instruction of the young is quite as important as any part of their subsequent training.

. PHILLIPS SCHOOL.

This school furnishes convincing evidence of the advantage of employing the same teacher during successive terms. The instruction has been thorough, the discipline firm but gentle, and the highest good and happiness of the pupils sought. Much useful knowledge and discipline has been imparted. The register makes a good show in regard to the attendance and regularity of the school. The fullness of the school made an assistant necessary. One of an efficient and willing spirit was selected. She was successful in her work, and deserves her share of credit for the prosperity of the school.

THE VILLAGE SCHOOLS.

The Intermediate Department of the Village School was taught the first part of the Spring Term by Miss Charlotte H. Abbott, who had long served the Town as a very useful teacher. A tempting offer elsewhere induced her to resign in the midst of the term. Miss Fannie A. Hardy was obtained to finish out the term, and creditably performed the service. Miss Mary E. Gile has taught the school for the past two terms in a satisfactory manner. Miss Mary L. Merrill still continues in charge of the Primary Department, with her usual success. She was assisted the Spring Term by Miss Carrie B. Holt, and the Fall and Win-

ter Terms by Miss Kate W. Cooke, both of whom were persevering in their exertions in behalf of their pupils.

We are gratified to know that in the schools of our factory villages are found some of our best scholars, and experience great pleasure in the reflection that equal advantages of education are enjoyed by all the children. While many parents were deprived of such privileges when young, and keenly feel the need of the knowledge they afford, their earnest efforts to educate their offspring are both natural and commendable.

BALLARD VALE SCHOOLS.

This school has three departments. The same corps of teachers have been retained through the year. They have enjoyed a long and successful experience, and were efficient workers. Nothing has occurred to disturb, in any degree the harmonious progress of the school. Each teacher was ever prompt and on time, in her place and department, and labored with a consciousness of her responsibility, and with an earnest purpose to do her whole duty.

SCOTLAND SCHOOL.

In this district the parents and guardians are awake to the subject of education, and to the moral wants of the children. The authority and character of the teacher is respected and sustained at every home. And, therefore, the school is invariably carried forward term after term, with encouraging success. We think the order, discipline and improvements of this school manifest most clearly that it has been guided by a wise and skillful teacher.

HOLT SCHOOL.

For several terms this school has been under the supervision of a successful teacher, who has given her whole heart and strength to her work. It was not enough to ask the questions, and listen to the dull answers of the text-book, but every recitation must be enlivened by illustration or general instruction. No one could be present when the school was in session and not notice that the teacher's constant aim was for the welfare and best interest of the whole school. In speaking of the progress and present condition of this school, we feel warranted in saying that the most satisfactory results have been attained.

SCHOOLS IN THE WEST PARISH.

The schools in the West Parish have in the main been satisfactorily conducted, as compared with the other schools in the town. We believe it to be quite possible, and very desirable that the majority of our schools should take a rank in the State much beyond their present attainment; and in this view we cannot say satisfied, not at all. But taking things as they are, and comparing ourselves among ourselves, though it be not the truest policy, we think we can give to those schools an equal rank. In some of them, the direct progress of the school was materially interrupted, as is almost always the case, by a change of teachers. In this respect, the West Centre and Frye Schools have suffered during the past year. Having previously been in charge of teachers of more than ordinary efficiency and culture, it is not strange that there should seem to be a reaction as it were, and an indisposition on the part of the schools that was truly discouraging to both teachers and friends. We feel, however, that with the mutual acquaintance of both teachers and scholars with each other's wants and wishes, this stagnation of interest is being rapidly overcome, and with the co-operation of the parents in the interest of the children, we auger for them a prosperous and successful year. Every one experienced with the minds of children knows the exceeding difficulty, where children have for a long time been in charge of those whom they more than loved and respected, and needed but the anticipation of

their wishes to do them, of inducing in them the same interest in whoever may be their successor ; and for this reason a constant effort on the part of the parent is needed to impress on them that if they would be equally successful as before, they must take an equal and even greater interest in themselves.

We feel that the Frye Senior has been most commendably sustained, since the loss of one who had taught them with such faithfulness and efficiency for a series of years. It was the privilege of the Committee in the Osgood School to listen to advanced recitations in Arithmetic and Grammar, which as an exhibition on the part of the pupils of thoroughness, and the complete mastery in every minutia of what they had compassed, is seldom if ever excelled.

The pupils in this school, in the Bailey, and in all of the schools in this part of the Town, not having easy access to the Grammar School, are privileged in the pursuit of such studies as shall fit them for the High School, and not limited to the junior year even ; for with many of them the mixed school will be their only available opportunity for obtaining an education, and it is the determination of the Committee that in these they may not come short of the privileges of the Grammar Schools. We are aware that this course involves a multiplicity of recitations, and except in the matter of discipline, a large increase of labor on the part of the teacher, and this point we think should not be overlooked, either in the assignment or compensation of the teachers of these schools, and the same statement holds true concerning the

other mixed schools, though their distance from the Central School is not so extreme.

Let parents remember, then, that in these schools the future of their children, so far as concerns mental development is to be formed; that with the present means of encouragement, by way of compensation of the teachers, they are in standard, all we have a right to expect; that on their part there is needed by the children a constant and uninterrupted manifestation of interest in the welfare of the schools, and by the Committee, such kind, friendly, and unprejudiced information concerning the progress and welfare of their children, as can be obtained in no other way. Let there be a determination that nothing shall be done to impede, but everything that can be to accelerate their progress, until they have reached that attainment upon which we shall all look with pleasure and satisfaction.

For the Bailey and Abbott, the year just closed has been one of progress and improvement. The pupils in the North are awake to the matter of reading and map-drawing, and gave us some excellent illustrations of their proficiency in both.

H. S. GREENE,	} COMMITTEE.
GEORGE FOSTER,	
E. FRANCIS HOLT.	

ANDOVER, APRIL 14, 1871.

SCHOOL STATISTICS.

HIGH SCHOOL.

Samuel C. Smith, Principal.

Sarah E. Merrill, Assistant.

	2d Term.	3d Term.
Length of School, in weeks,	12 $\frac{2}{3}$	15
Whole number of scholars,	58	59
Average attendance,	56	55
Per cent.,	96.5	93
Number over 15 years of age,	25	43
Neither absent no tardy,	27	22

CENTRAL GRAMMAR.

H. Chapin Sawin, Principal, 1st Term.

Rosa L. Pratt, 1st Assistant.

Ellen T. Brown, 2d Assistant.

Daniel D. Smith, Principal, 2d and 3d Terms.

Rosa L. Pratt, 1st Assistant, 2d and part of 3d Term.

Ellen T. Brown, 1st Assistant, part of 3d Term.

Miss H. W. Smith, 2d Assistant, 3d Term.

	1st Term.	2d Term.	3d Term.
Length of School,	12	12	12
Whole number,	75	94	90
Average,	67 $\frac{8}{9}$	88 $\frac{1}{3}$	81 $\frac{3}{5}$
Per cent.,	90	94	91
Over 15 years,	8	9	10
Neither absent nor tardy,	12	23	15

SOUTH CENTRE,

INTERMEDIATE DEPARTMENT.

Kate A. Findley, Teacher.

Length of School,	12	12	12
Whole number,	75	61	61
Average,	61	49	46
Per cent.,	81	80	75
Over 15 years,			
Neither absent nor tardy,	10	8	9

PRIMARY DEPARTMENT.

Frances E. Chandler, Principal.

Hattie P. Hervey, Assistant, 1st Term.

E. Frances Callahan, Assistant, 2d Term.

	1st Term.	2d Term.	3d Term.
Length of School,	12	12	12
Whole number,	75	61	61
Average,	61	49½	46
Per cent.,	81	81	75
Under 5 years,			
Neither absent nor tardy,	6	7	3

PHILLIPS.

Margie B. Tenny, Principal.

Mary E. Jones, Assistant, 1st Term.

Lizzie B. Abbott, Assistant, 2d Term.

	1st Term.	2d Term.	3d Term.
Length of School,	12		12
Whole number,	72	60	60
Average,	47	45	50
Per cent.,	67		83
Over 15 years,	1	0	4
Under 5 years,	2	0	0
Neither absent no tardy,	2	0	1

HOLT.

Louisa C. Wardwell, Teacher.

	1st Term.	2d Term.	3d Term.
Length of School,	12	12	12
Whole number,	35	34	32
Average,	26	27	27½
Per cent.,	74	79	86
Over 15 years,	0	0	2
Under 5 years,	0	1	0
Neither absent nor tardy,	3	6	5

SCOTLAND.

Mary E. Gile, Teacher, 1st Term.

Fannie A. Hardy, Teacher, 2d Term.

Agnes H. Donald, Teacher, 3d Term.

	1st Term.	2d Term.	3d Term.
Length of School,	12	12	12
Whole number,	19	18	17
Average,	16	16½	12½
Per cent.,	84	92	74
Over 15 years,	0	0	5
Under 5 years,	1	1	0
Neither absent nor tardy,	6	4	0

BALLARD VALE GRAMMAR.

H. Maria Richardson, Teacher.

	1st Term.	2d Term.	3d Term.
Length of School,	12	12	12
Whole number,	39	49	40
Average,	33	42	34
Per cent.,	85	85	85
Over 15 years,	4	0	0
Neither absent nor tardy,	5	2	3

B. V. INTERMEDIATE.

Abbie A. Richardson, Teacher.

	1st Term.	2d Term.	3d Term.
Length of School,	12	12	12
Whole number,	32	31	28
Average,	28	27	23
Per cent.,	87½	87	82
Over 15 years,	0	0	0
Neither absent nor tardy,	6	3	1

B. V. PRIMARY.

Susie V. Thurston, Teacher.

	1st Term,	2d Term.	3d Term.
Length of School,	12	12	12
Whole number,	71	74	60
Average,	62	60	48
Per cent.,	84	81	80
Under 5 years	0	0	0
Neither absent nor tardy,	2	5	2

VILLAGE INTERMEDIATE.

Charlotte H. Abbott, Teacher, 1st Term.

Fannie A. Hardy, Teacher, 2d Term.

Mary E. Gile, Teacher, 3d Term.

	1st Term.	2d Term.	3d Term.
Length of School,	13½	12	12
Whole number,	50	45	50
Average,	39	36	38
Per cent.,	78	80	76
Over 15 years,	0	0	1
Neither absent nor tardy,	0	4	10

VILLAGE PRIMARY.

Mary F. Merrill, Teacher.

Carrie B. Holt, Assistant, 1st Term.

Kate W. Cook, 2d and 3d Terms.

	1st Term.	2d Term.	3d Term.
Length of School,	13 $\frac{1}{2}$	12	12
Whole number,	75	65	55
Average,	62 $\frac{1}{2}$	55	44
Per cent.,	83	85	86
Under 5 years,	0	0	0
Neither absent nor tardy,	13	8	7

WEST CENTRE.

Mrs. Mary S. Cutler, Teacher, 1st Term.

Hannah B. Abbott, Teacher, 2d and 3d Terms.

	1st Term.	2d Term.	3d Term.
Length of School,	12	12	12
Whole number,	24	21	28
Average,	22	16	21
Per cent.,	92	76	75
Over 15 years,	3	0	0
Neither absent nor tardy,	4	0	2

OSGOOD.

M. A. Whitehouse, Teacher.

	1st Term.	2d Term.	3d Term.
Length of School,	12	12	12
Whole number,	28	30	35
Average,	26	27	32
Per cent.,	95	90	91
Over 15 years,	0	0	2
Under 5 years,	2	1	0
Neither absent nor tardy,	5	8	10

BAILEY.

Hattie R. Abbott, Teacher, 1st and 2d Terms.

Fannie A. Hardy, 3d Term.

	1st Term.	2d Term.	3d Term.
Length of School,	12	12	12
Whole number,	25	25	36
Average,	21	$22\frac{3}{4}$	$32\frac{1}{2}$
Per cent.,	84	91	90
Over 15 years,	1	2	7
Neither absent nor tardy,	3	8	6

ABBOTT.

Agnes H. Donald, Teacher, 1st and 2d Terms.

Hattie R. Abbott, Teacher, 3d Term.

	1st Term.	2d Term.	3d Term.
Length of School,	12	12	12
Whole number,	15	15	9
Average,	11	11	$7\frac{1}{2}$
Per cent.,	74	74	83
Over 15 years,	1	1	2
Under 5 years,	2	0	0
Neither absent nor tardy,	1	3	1

NORTH.

Sarah E. Holt, Teacher, 1st Term.

Hattie P. Hervey, Teacher, 2d and 3d Terms.

	1st Term.	2d Term.	3d Term.
Length of School,	12	12	12
Whole number,	10	10	12
Average,	$9\frac{1}{4}$	$9\frac{5}{7}$	$10\frac{10}{11}$
Per cent.,	$92\frac{1}{2}$	97	91
Under 5 years,	1	1	2
Neither absent nor tardy,	4	2	3

 FRYE SENIOR.

Abbie R. Worthly, Teacher, 1st Term.

Carrie B. Holt, Teacher, 2d and 3d Terms.

	1st Term.	2d Term.	3d Term.
Length of School	13 $\frac{1}{5}$	12	12
Whole number,	31	34	36
Average,	27	30	31
Per cent.,	87	88	86
Over 15 years,	0	0	0
Neither absent nor tardy,	12	11	7

FRYE PRIMARY.

Hannah B. Abbott, Teacher, 1st Term.

Mary E. Jones, Teacher, 2d and 3d Terms.

	1st Term.	2d Term.	3d Term.
Length of School	13 $\frac{4}{5}$	12	12
Whole number,	52	47	45
Average,	48 $\frac{2}{3}$	42	38 $\frac{1}{5}$
Per cent.,	94	89	85
Under 5 years,	2	3	3
Neither absent nor tardy,	10	7	4

A P P E N D I X ,

FOR THE YEAR 1871-'72.

Appropriation of the Town for Schools,	\$11,000
Appropriation of the Town for School-houses,	1,000

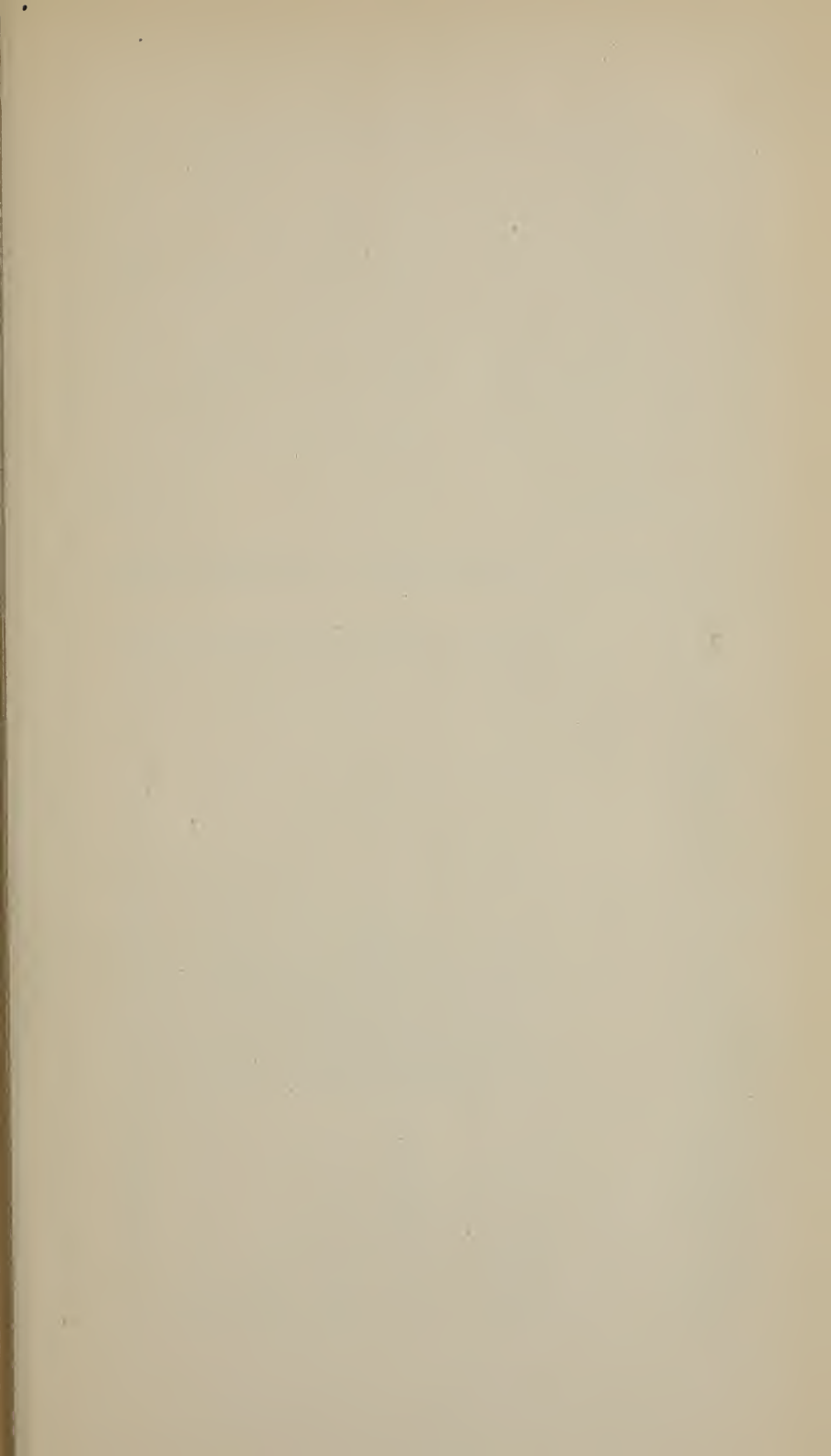
The following districts receive appropriations from the Phillips' Fund, viz: South Centre, Phillips and Osgood.

The organization of the School Committee is as follows: H. S. Greene, Chairman; Henry Boynton, Secretary; George H. Poor, Financial Agent.

The Summer Term of the Scotland School will be extended by local funds.

The High School building, it is expected, will be ready for occupancy at the commencement of the Fall Term.

The public schools will not hold sessions on legal holidays.



TABULAR STATEMENT.

In the following table, the rate of salary is given for the 2d and 3d Terms, or at the expiration of service. We then give the largest number of members in any term of the year; the membership of the three terms equated for the year; the average of the three terms equated, &c., equating each item except reference to ages of 5 and 15 years, when the largest number in any term is given.

SCHOOLS.	TEACHERS.	Terms.	Salary,	Amount received.	Additional from Phil- lips Fund.	Largest No.	Equated No.	Average at- tendance.	Per cent. at- tendance.	Neither ab- sent nor lardy.	No. under 5	Over 15 yrs.
High School, ...	Samuel C. Smith, ...	2	\$1,500	\$1,000		59	58	53	95	24	0	43
"	Sarah E. Merrill, ...	2	500	337								
Central Grammar, ...	H. Chapin Savin, ...	1	1,000	333		94	86	79	92	9	0	16
"	Daniel D. Smith, ...	2	1,000	666								
"	Rose L. Pratt, ...	2	400	311								
"	Ellen T. Brown, ...	2	300	289								
"	Miss H. W. Smith, ...	1	300	100								
Central Intermediate, ...	Kate A. Findley, ...	3	350	330		45	42	38	79	9	0	1
"	Frances E. Chandler, ...	3	350	295		75	66	52	79	5	0	0
"	E. Frances Callahan, ...	1	150	50								
"	Hattie P. Hervey, ...	1	150	50								
"	Charlotte H. Abbott, {	1	275	92	15	50	48	38	78	7	0	1
"	Fannie A. Hardy, }											
"	Mary E. Gile, ...	2	300	203		75	65	54	83	9	0	0
"	Mary F. Merrill, ...	3	300	292	15							
"	Carrie B. Holt, ...	1	150	50								
"	Kate W. Cooke, ...	2	150	100								
Phillips, ...	Margie B. Tenney, ...	3	300	292		72	64	47	76	1	2	4
"	Mary E. Jones, ...	1	150	50								
"	Lizzie B. Abbott, ...	2	150	100								
"	Louisa C. Wardwell, ...	3	300	292		35	34	27	80	5	1	2
"	Mary E. Gile, ...	3	275	92		19	18	15	83	3	1	5
"	Fannie A. Hardy, ...	1	350	117								
"	Agnes H. Donald, ...	1	300	100								
Ballard Vale Grammar, ...	H. Maria Richardson, ...	3	360	360		49	43	36	85	3	0	4
"	Abbie A. Richardson, ...	3	300	292		32	30	26	85	3	0	0
"	Susie V. Thurston, ...	3	300	300		74	68	57	83	9	0	0

TABULAR STATEMENT.--Continued.

SCHOOLS.	TEACHERS.	Terms.	Salary.	Amount received.	Additional from Phil- lips Fund.	Largest No. *	Equated No.	Average at- tendance.	Per cent. at- tendance.	Neither ab- sent nor tardy.	No. under 5 years.	Over 15 yrs.
Osgood, ...	M. Abble Whitehouse, ...	3	350	350		35	31	28	91	8	2	2
Bailey, ...	Hattie R. Abbott, ...	2	300	182		36	29	25	88	6	0	7
West Centre, ...	Fannie A. Hardy, ...	1	350	117		28	24	20	81	2	0	3
"	Mrs. M. S. Gullett, ...	2	350	223		15	13	10	77	2	2	2
Abbott, ...	Hannah B. Abbott, ...	2	350	150		12	11	10	93	3	1	0
"	Agnes H. Donald, ...	1	225	83		36	34	28	87	10	0	0
"	Hattie R. Abbott, ...	1	225	75		52	48	43	89	7	3	0
North, ...	Sarah E. Holt, ...	1	250	167								
"	Hattie P. Hervey, ...	2	350	117	15							
Frye Intermediate, ...	Abbie R. Worthley, ...	1	300	200								
"	Carrie B. Holt, ...	2	350	117								
"	Hannah B. Abbott, ...	1	350	117	15							
"	Mary E. Jones, ...	2	300	200								

R E P O R T

OF THE

SCHOOL COMMITTEE

OF THE

TOWN OF ANDOVER.

1871-72.

Andover:

PRINTED BY WARREN F. DRAPER.

1872.

REPORT OF SCHOOL COMMITTEE.

THE School year just closed has witnessed changes in our affairs which are a source of much gratification to your Committee. One change on which we desire to congratulate the Town, is its rise in rank in the amount of money appropriated for each child between the ages of five and fifteen years. For the school year of 1870-71 our rank was 111. For the year 1871-72 it was 28. This should delight every friend of education in that it shows a disposition to make liberal appropriations of money for the important work of training our young. But this is of little avail if the schools are not improved. When people pay increased wages for labor they expect better service, and we see no reason why we may not apply the same principle to teaching and thereby obtain better results.

By reason of the re-opening of the Punchard Free School, our people were relieved of the High School, and the funds necessary to maintain the latter became available for an increase of salaries of the teachers of the other schools, many of whom had long served at very inadequate rates. We, therefore, gladly made use of the opportunity to do an act of justice, and now feel that we have a claim upon our teachers for renewed efforts and increased usefulness. We are far from being vainglorious over the salaries we *now* pay. We can only say that we pay an average price, and our pride in the matter is that the present rates are better than the former ones.

But some one may ask, "Are your schools better because you are paying your teachers higher salaries"? We say unhesitatingly that many of them are better. An increase of salary is an acknowledgment of faithfulness and a token of appreciation of services rendered. It has quickened the interest of our teachers in their work, made their places more desirable for them, and, on the other hand, has enabled the Committee to justly require more of them.

Viewed as a whole our schools are in good condition; but that school never was, never will be, where improvement could not be suggested *and made*. We have resolved to exact more efficient progress from all the schools during the coming year; and of some of them we will say that they must show a marked improvement, or there will be a change of the management.

The grave duty of giving direction and assistance to the minds of the young should not be lightly or indifferently performed. Teachers should ever bear in mind the responsibility of their calling, and never act hastily, carelessly, or impatiently, lest they lose the love and respect of their pupils without which they cannot succeed. Parents should never encourage children to bring home complaints about their teachers; for though teachers sometimes err, those cases which justify interference by the parent in favor of the child against the teacher are of *very rare* occurrence.

We would exhort parents and other friends of the schools, to make their faces more familiar in the school-room. Frequency of visits conduces to the advancement of the scholars in study and in good behavior, by showing them that an interest is felt in their work. No scholar is willing to fail before *company*, and very few indeed would be rude or disorderly in presence of visitors. Start your children off to school in season, and thereby break up the wretched prevalence of tardiness. Do not let your children "get dismissed"; it is robbing them of their valuable time, and injuring all the others in school by the example, which has always shown itself to be contagious.

The Committee have observed in and about several of the school-houses evidence of a spirit of wanton mischief for which it is very difficult to account.

That a boy will sit in school, and deliberately cut and deface his desk and chair, or, when out of his seat at recess or during intermission, will cut, mark, and injure the school-house and out-buildings, would seem incredible, did we not know the fact. The condition of some of our school furniture would astonish and pain the parents of many of the pupils who occupy it. A scholar who will commit such acts of wantonness as we have named is unworthy of the privileges given him, and ought to be expelled from school. We give as much attention as is possible under the circumstances to the care and preservation of the school property of the town. We require the teachers to see to it that no mischief is done. But we need the assistance and co-operation of the parents in this matter. If the fathers of the scholars, who have to pay in form of taxes for the damage done to the school property of the town, would look into and about our school buildings, and see the evils of which we write, we think the number of such trespasses would be greatly diminished. Let those parents who have children in our public schools ask such children if they have been guilty of any of the offences of which we complain. If parents will do so, the mischievous boys will be brought to shame for their past folly, and better resolutions concerning their future conduct; while those scholars who are innocent (and they are the greater number) may be hereafter saved from the unhealthy influence of bad examples of this nature.

Another matter to which we would direct attention is, the employment of children in factories, contrary to law. Poverty of parents in some cases, and avarice in others, lead to infractions of the wise and beneficent statutes on this subject. We have caused sections of the law to be published herewith.

In conclusion we would earnestly entreat all our citizens to take an interest in our schools; to visit them often; to

point out to us any defects and failings which they may observe; to encourage the teachers and pupils, and thereby contribute to the great end to be sought in the common school system, — the diffusion of knowledge.

EXTRACTS FROM LAWS OF MASSACHUSETTS.

“Every person having under his control a child between the ages of eight and fourteen years, shall annually during the continuance of his control send such child to some public school in the city or town in which he resides, at least twelve weeks, if the public schools of such city or town so long continue, six weeks of which time shall be consecutive; and for every neglect of such duty the party offending shall forfeit to the use of such city or town a sum not exceeding twenty dollars: but if it appears, upon the inquiry of the truant officers or school committee of any city or town, or upon the trial of any prosecution, that the party so neglecting was not able, by reason of poverty, to send such child to school, or to furnish him with the means of education, or that such child has been otherwise furnished with the means of education for a like period of time, or has already acquired the branches of learning taught in the public schools, or that his bodily or mental condition has been such as to prevent his attendance at school or application to study for the period required, the penalty before mentioned shall not be incurred.”— Chap. 41, Sect. 1.

“Children of the age of twelve years and under the age of fifteen years, who have resided in this State for the term of six months, shall not be employed in a manufacturing establishment unless within twelve months next preceding the term of such employment they have attended some public or private day-school, under teachers approved by the school committee of the place in which said school was kept, at least one term of eleven weeks, and unless they shall attend such a school for a like period during each twelve months of such

employment. Children under twelve years of age, having resided in this State for a like period, shall not be so employed unless they have attended a like school for the term of eighteen weeks within twelve months next preceding their employment, and a like term during each twelve months of such employment.”—Chap. 42, Sect. 1.

“No child under the age of ten years shall be employed in any manufacturing or mechanical establishment within this Commonwealth; and no child between the age of ten and fifteen years shall be so employed, unless he has attended some public or private day-school under teachers approved by the school committee of the place in which such school is kept, at least three months during the year next preceding such employment: *provided*, said child shall have lived within the Commonwealth during the preceding six months; nor shall such employment continue unless such child shall attend school at least three months in each and every year; and *provided*, that tuition of three hours per day in a public or private day-school approved by the school committee of the place in which such school is kept, during a term of six months, shall be deemed the equivalent of three months’ attendance at a school kept in accordance with the customary hours of tuition; and no time less than sixty days of actual schooling shall be accounted as three months, and no time less than one hundred and twenty half-days of actual schooling shall be deemed an equivalent of three months.”

“Any owner, agent, superintendent, or overseer of any manufacturing or mechanical establishment, who shall knowingly employ or permit to be employed any child in violation of the preceding sections, and any parent or guardian who allows or consents to such employment, shall, for such offence forfeit the sum of fifty dollars.”—Laws of 1867, Chap. 285, Sects. 1 and 3.

REPORT OF THE SEVERAL SCHOOLS.

HIGH SCHOOL.

Principal, Mr. S. C. Smith.

Assistant, Sarah E. Merrill.

This school completed its first and only year with the close of the Spring Term. Its existence was rendered necessary by the closing of the Punchard Free School in the summer following the fire which destroyed the Punchard School House. The town having purchased the land of the Trustees of the Punchard Free School, and having erected a fine school-house thereon, it was voted to permit the Trustees to occupy it for the purposes of their school. Accordingly, they took possession of the building, and re-opened the school, in September last, whereupon the High School was permanently closed. In the Punchard School, under the charge of W. G. Goldsmith, A.M., who has been so long connected with it, the pupils have advantages far above those of ordinary town High Schools.

CENTRAL GRAMMAR SCHOOL.

Principal, D. D. Smith, First Term.

Principal, Rosa L. Pratt, Second and Third Terms.

Assistants, Rosa L. Pratt, 1st Assistant, First Term.

Agnes H. Donald, 1st Assistant, Second and Third Terms.

Hannah M. Smith, 2d Assistant, First Term.

Katie W. Cooke, 2d Assistant, Second and Third Terms.

Mr. Smith completed his year of service in this school at the end of the Spring Term. Miss Pratt was then placed in charge of the school, and its condition was speedily improved.

The two terms under her government were highly successful in all respects, and the Committee regretted that an event fraught, as we trust, with much happiness for her deprived the town of the services of a faithful, useful teacher. Miss Donald came to this school with much experience, and has been very efficient in her position. Miss Cooke is less experienced, but she has performed her duties satisfactorily. Under the instruction of Miss Abby B. Carter the school has become quite skilled in singing.

SOUTH CENTRE SCHOOL.

INTERMEDIATE DEPARTMENT.

Teacher, Charlotte H. Abbott, First Term.
Irene S. Wardwell, Second Term.
Clara E. Clement, Third Term.
Assistant, Fannie E. Callahan, First Term.
Clara E. Clement, Second Term.
Sarah F. Jones, Third Term.

This school seemed possessed of the very spirit of mischief and disorder during the Spring and Fall Terms. The teachers put forth their best efforts, and earnestly endeavored to reduce the school to order; but very little was accomplished. In the Winter Term a better condition of affairs came about, and the school is now very much improved. Miss Clement has had very little experience, but gives promise of great usefulness as a teacher.

PRIMARY DEPARTMENT.

Teacher, Frances E. Chandler.

This school has had another year of quiet progress under Miss Chandler's management. The large number of small children assembled here always evince a lively interest in their little steps up the hill of learning, and it is much to

their credit that they ever present so good an indication of progress. The assistant's time is divided between this school and the intermediate department.

VILLAGE SCHOOLS.

INTERMEDIATE DEPARTMENT.

Teacher, Mary E. Gile.

Good order, studiousness, and a *clean floor* are noticeable when we enter this school. Miss Gile is a strict disciplinarian, and is very successful as such. This school cannot enjoy the same advantages as many others in town, from the fact that there are in every term a number who leave to work in the mills, and others who leave the mills and come to school in the middle or latter part of the term. But, despite this disadvantage, the school is kept in a very satisfactory condition. Pupils are required to learn their lessons, and must *recite* as though they knew something about the subject, if they would have the approval of Miss Gile. We commend her school to the attention of those who desire to visit a good one.

PRIMARY DEPARTMENT.

Teacher, Mary F. Merrill.

Assistant, Katie W. Cooke, First Term.

Ella F. Merrill, Second and Third Terms.

Miss Merrill has completed another year of successful labor here. We think this is one of the best primary schools it has been our fortune to visit; and, though the number of pupils is large, the good order which we have observed in it is worthy of the emulation of some of the more advanced schools. The singing of this school will well repay one for a visit to it. The assistant here serves both Departments.

BALLARD VALE SCHOOLS.

TEACHERS.

Senior Department,	H. Maria Richardson, First Term. Hattie E. Abbott, Second and Third Terms.
Intermediate Department,	Abbie A. Richardson, First Term. Mary F. Bixby, Second and Third Terms.
Primary Department,	Susie V. Thurston, First Term. Mary F. Browne, Second and Third Terms.

These schools, the first term, were under the care of teachers who had taught the same schools several terms with great success. They were firm in their endeavors to advance the educational standard of their pupils, and their efforts were crowned with marked results. Other positions of usefulness influenced them to hand in their resignations. New teachers had to be selected to fill the vacancies thus made. These were chosen with care, and with special reference to the wants of the schools. They were well qualified for their work, and their desire and chief aim was to discharge their school duties with faithfulness and a true regard for the improvement and welfare of their pupils. The results of their efforts were highly satisfactory.

PHILLIPS SCHOOL.

Teacher, Margie B. Tenney, First Term.
Hattie P. Hervey, Second and Third Terms.
Assistant, Lizzie B. Abbott.

The teacher of this school, at the close of the Spring Term, resigned her situation. This was much to be regretted, because she was a teacher of tried excellence. Her successor was an accomplished teacher, well-fitted by education and tact for the duties of her profession. We are happy to bear testimony to the fidelity and zeal exhibited by this teacher and her assistant in the progress and welfare of the school,

and also to the prompt recitations and good behaviour of the scholars. They certainly have been greatly benefited by their school life. Singing was well taught, and aided much to enliven the exercises and to make cheerful the school-room.

HOLT SCHOOL.

Teacher, Anna M. Stoodley, First and Second Terms.

Julia M. Browne, Third Term.

This District has had a large experience in the change of teachers. But in all changes they were fortunate in securing the services of able teachers, who were well acquainted with the various branches of study in the school. Hence they were ever ready to adapt their instruction to the peculiarities of each scholar, and thus greatly benefit all. The school has more than held its own, notwithstanding these frequent changes, both as to attainments and numbers. The present condition of the school is very good. Good teaching and good management, with parental encouragement and cordial co-operation, will be sure to produce the best results.

SCOTLAND SCHOOL.

Teacher, Agnes H. Donald, First Term.

Fannie E. Callahan, Second and Third Terms.

During the Spring Term this school was under the care of an experienced and successful teacher, and we should have been glad to have retained her services longer; but she felt it her duty to retire. We deem it a matter of congratulation that she was succeeded by one able to carry forward the school with undiminished usefulness. She adopted the best methods to awaken interest in the children, and to secure for them the greatest progress. All cheerfully acquiesced in the

wishes of the teacher. By her kindness she won the confidence of her pupils. She secured good order and prompt and thorough recitations. The closing examination elicited none other than words of commendation. This year there has been more than the usual length of schooling. All has moved on harmoniously and successfully.

WEST CENTRE SCHOOL.

Teacher, Hannah B. Abbott.

This school has been taught by the same teacher throughout the year. She labored zealously for the good of the school, and with fair success during the Spring and Fall Terms, but during the Winter Term a spirit of insubordination was manifested by some of the older pupils, which operated greatly to the disadvantage of the school. Where such a spirit is shown proper subjugation cannot be accomplished without the co-operation of the parents; and, in the opinion of the Committee, *all* of our schools would be rendered more efficient, if parents would more frequently visit their children at school, and thereby encourage and second the labors of the teacher, making their duties more pleasant.

FRYE SCHOOLS.

Teachers — Senior, Carrie B. Holt.
Primary, Mary E. Jones.

The charge of these schools has been with the same teachers throughout the year. They appeared interested in their work, and faithful and conscientious in the discharge of their duties. The discipline has been good. Excellent progress has been made in most of the studies, and the Committee are of the

opinion that the schools have accomplished during the year all that could reasonably be expected. The attendance in these schools has been remarkably good the past year, and the Committee notice, from previous School Reports, that regular attendance has been characteristic of these schools. This fact speaks well for the parents of the pupils. Twenty-three scholars were neither absent nor tardy during the Winter Term.

BAILEY SCHOOL.

Teacher, Fannie A. Hardy.

It gives the Committee pleasure to testify to the fidelity and success of the teacher in this school. By judicious management the esteem and good-will of the pupils were secured, and good order maintained. The closing exercises were satisfactory, and evinced that spirit of progress and improvement which is always desirable. The attendance has been excellent; twelve scholars, nearly one half the average number, not having been absent a single day during the Winter Term. As evidence of the kindly feeling existing in this school, we mention the fact that the pupils gave their teacher a handsome present at the close of the Winter Term.

OSGOOD SCHOOL.

Teacher, M. Abbie Whitehouse.

This school has been in charge of the same faithful and efficient teacher for several years, and it is enough to say, that her labors have been completely successful. There was a general feeling of regret among both parents and pupils that her appointment as Principal of the Grammar School rendered her resignation necessary. A goodly number of visitors witnessed the closing exercises, and the teacher was made

the recipient of a valuable present from the scholars as a token of their regard. Each scholar also, received a present from the teacher. The attendance throughout the year has been good. Eleven were neither absent nor tardy during the Winter Term.

ABBOTT SCHOOL.

Teacher, Hattie R. Abbott.

Notwithstanding the fact, that this was the smallest school in town, there appeared in it all the spirit and enthusiasm manifested in larger schools. The Committee were pleased to notice in their visits the correct deportment of the scholars, and the interest shown in their studies, which is always necessary to success. The closing exercises showed that the year had been one of progress and improvement.

NORTH SCHOOL.

Teacher, Hattie P. Hervey, First Term.

Annie L. Locke, Second and Third Terms.

The first term of this school was taught by Miss H. P. Hervey with good success, as was shown by the closing exercises, which were of a high character throughout. She was succeeded by Miss Annie L. Locke, who by kindness gained the good-will of the pupils, and a good degree of improvement has been made in all the branches taught. This school has had the largest per-centage of attendance during the year of any in town, with one exception.

HENRY S. GREENE,	} COMMITTEE.
GEO. H. POOR,	
HENRY BOYNTON,	

ANDOVER, April, 15, 1872.

SCHOOL STATISTICS.

HIGH SCHOOL.

Length of School, in weeks,	10
Whole number of scholars,	51
Average attendance,	48
Per-centage of attendance,	94
Number over 15 years of age,	36
Neither absent nor tardy,	18

CENTRAL GRAMMAR.

	1st Term.	2d Term.	3d Term.
Length of School, in weeks,	12	12	12
Whole number,	74	91	97
Average attendance,	61	85	91
Per-centage of attendance,	82	93	94
Over 15 years,	9	5	7
Neither absent nor tardy,	6	32	28

SOUTH CENTRE.

INTERMEDIATE DEPARTMENT.

Length of School, in weeks,	12	12	12
Whole number,	43	46	40
Average attendance,	38	37	37
Per-centage of attendance,	88	82	94
Over 15 years,	0	0	0
Neither absent nor tardy,	8	2	4

PRIMARY DEPARTMENT

	1st Term.	2d Term.	3d Term.
Length of School, in weeks,	12	12	12
Whole number,	86	70	66
Average attendance,	66	59	52
Per-centage of attendance,	76	84	80
Under 5 years,	2	1	0
Neither absent nor tardy,	7	3	6

PHILLIPS.

Length of School, in weeks,	12	12	12
Whole number,	64	65	51
Average attendance,	43	42	40
Per-centage of attendance,	67	65	80
Under 5 years,	1	0	0
Over 15 years,	3	0	0
Neither absent nor tardy,	0	0	0

HOLT.

Length of School, in weeks,	12	10 $\frac{3}{4}$	13
Whole number,	34	24	26
Average attendance,	25	19	22
Per-centage of attendance,	81	79	85
Over 15 years,	3	1	1
Neither absent nor tardy,	2	1	4

SCOTLAND.

Length of School, in weeks,	13	12	14
Whole number,	25	20	21
Average attendance,	20	17	18
Per-centage of attendance,	80	87	90
Over 15 years,	2	1	2
Neither absent nor tardy,	3	2	5

BALLARD VALE.

SENIOR.

	1st Term.	2d Term.	3d Term.
Length of School, in weeks,	12	12	12
Whole number,	36	36	40
Average attendance,	27	30	32
Per-centage of attendance,	75	83	80
Over 15 years,	0	0	2
Neither absent nor tardy,	0	0	1

INTERMEDIATE.

Length of School, in weeks,	12	12	12
Whole number,	36	43	39
Average attendance,	30	38	32
Per-centage of attendance,	83	88	82
Over 15 years,	0	0	0
Neither absent nor tardy,	2	4	5

PRIMARY.

Length of School, in weeks,	12	12	12
Whole number,	68	64	63
Average attendance,	57	52	48
Per-centage of attendance,	84	81	76
Under 5 years,	1	2	1
Neither absent nor tardy,	6	1	1

VILLAGE.

INTERMEDIATE.

Length of School, in weeks,	12	12	12
Whole number,	43	43	43
Average attendance,	34	35	35
Per-centage of attendance,	79	83	81
Over 15 years,	0	0	0
Neither absent nor tardy,	4	5	4

PRIMARY.

	1st Term.	2d Term.	3d Term.
Length of School, in weeks,	12	12	12
Whole number,	83	68	64
Average attendance,	68	58	56
Per-centage of attendance,	82	85	87.5
Under 5 years,	0	0	0
Neither absent nor tardy,	10	11	10

WEST CENTRE.

Length of School, in weeks,	12	12	12
Whole number,	29	22	23
Average attendance,	24	19	21
Per-centage of attendance,	80	87	93
Under 5 years,	1	0	0
Over 15 years,	0	0	6
Neither absent nor tardy,	0	1	3

OSGOOD.

Length of School, in weeks,	12	12	12
Whole number,	28	26	27
Average attendance,	25	21	25
Per-centage of attendance,	89	81	93
Over 15 years,	1	0	0
Neither absent nor tardy	4	7	11

BAILEY.

Length of School, in weeks,	12	12	12
Whole number,	23	20	29
Average attendance,	19	16	27
Per-centage of attendance,	85	82	95
Under 5 years,	1	1	1
Over 15 years,	2	1	4
Neither absent nor tardy,	6	5	8

ABBOTT.

	1st Term.	2d Term.	3d Term.
Length of School, in weeks,	12	12	12
Whole number,	11	12	9
Average attendance,	8	10	8
Per-centage of attendance,	74	80	90
Over 15 years,	2	3	2
Neither absent nor tardy,	0	3	1

NORTH.

Length of School, in weeks,	12	12	12
Whole number,	12	14	14
Average attendance,	11	12	13
Per-centage of attendance,	92	86	93
Over 15 years,	0	0	0
Neither absent nor tardy,	2	3	6

FRYE.

SENIOR.

Length of School, in weeks,	12	12	12
Whole number,	32	43	44
Average attendance,	28	39	39
Per-centage of attendance,	87	90	89
Over 15 years,	0	0	0
Neither absent nor tardy,	6	10	9

PRIMARY.

Length of School, in weeks,	12	12	12
Whole number,	54	42	40
Average attendance,	51	38	36
Per-centage of attendance,	94	90	90
Under 5 years,	5	3	1
Neither absent nor tardy,	7	10	14

TABULAR STATEMENT.

In the following Table the rate of salary is given for the last term of the year, or at the expiration of the service of each teacher. We then give the largest number of members in any term of the year; the membership of the three terms equated for the year; the average of the three terms equated, etc., equating each item, except reference to ages of five-and fifteen years, when the largest number in any term is given.

TABULAR

SCHOOLS.	TEACHERS.	Number of Terms.
HIGH SCHOOL :	Samuel C. Smith (Prin.), - -	1
	Sarah E. Merrill (Assist.), - -	1
CENTRAL GRAMMAR :	Daniel D. Smith (Prin.), - - -	1
	Rosa L. Pratt (Prin.), - - -	2
	Rosa L. Pratt (1st Assist.), - -	1
	Agnes H. Donald (1st Assist.),	2
	H. W. Smith (2d Assist.), - -	1
	Katie W. Cooke (2d Assist.), -	2
SOUTH CENTRE, Intermediate :	Charlotte H. Abbott, - - - -	1
	Irene S. Wardwell, - - - - -	1
	Clara E. Clement, - - - - -	1
Primary :	Frances E. Chandler, - - - - -	3
	Fannie E. Callahan (Assist.), -	1
	Clara E. Clement (Assist.), - -	1
	Sarah F. Jones (Assist.), - - -	1
VILLAGE, Intermediate :	Mary E. Gile, - - - - -	3
Primary :	Mary F. Merrill, - - - - -	3
	Katie W. Cooke (Assist.), - -	1
	Ella F. Merrill (Assist.), - - -	2
PHILLIPS :	Margie B. Tenney, - - - - -	1
	Hattie P. Hervey, - - - - -	2
	Lizzie B. Abbott (Assist.), - -	3
HOLT :	Anna M. Stoodley, - - - - -	2
	J. M. Browne, - - - - -	1
SCOTLAND :	Agnes H. Donald, - - - - -	1
	Fannie E. Callahan, - - - - -	2
BALLARD VALE, Senior :	H. Maria Richardson, - - - -	1
	Hattie E. Abbott, - - - - -	2
Intermediate :	Abbie A. Richardson, - - - -	1
	Mary E. Bixby, - - - - -	2
Primary :	Susie V. Thurston, - - - - -	1
	Mary F. Browne, - - - - -	2
OSGOOD :	M. Abbie Whitehouse, - - -	3
BAILEY :	Fannie A. Hardy, - - - - -	3
WEST CENTRE :	Hannah B. Abbott, - - - - -	3
ABBOTT :	Hattie R. Abbott, - - - - -	3
NORTH :	Hattie P. Hervey, - - - - -	1
	Annie L. Locke, - - - - -	2
FRYE, Senior :	Carrie B. Holt, - - - - -	3
Primary :	Mary E. Jones, - - - - -	3

STATEMENT.

Salary per Year.	Largest Number.	Equated Number.	Attendance,		Neither Absent nor Tardy.	Number under 5 years of age.	Number over 15 years of age.
			Average.	Per cent.			
\$1500 500	51	51	48	94	18	0	36
1000 800 400 360 300 300	97	87	79	90	22	0	9
300 360 360	46	43	38	88	5	0	0
360 165 180 180	86	74	59	80	5	2	0
360 360 165 180	43 83	43 72	35 61	83 85	4 10	0 0	0 0
300 360 180	65	60	42	70	0	1	3
325 360	34	28	22	82	2	0	3
300 324	25	22	19	86	2	0	2
360 432	40	38	30	78	0	0	2
300 360 300 360	43 68	39 65	33 52	85 80	4 3	0 2	0 0
400	28	27	24	89	7	0	1
360	29	24	21	88	6	1	4
360	29	25	21	84	1	1	6
300	12	11	9	82	1	0	3
250 300	14	13	12	92	4	0	1
360 360	44 54	40 45	35 42	87 93	8 10	0 5	0 0

APPENDIX.

Appropriations, March 1872:

For Schools,	\$10,000 00
For School-houses,	1,500 00

Committee:

Henry S. Greene, Chairman,	Term expires, March 1873.
George H. Poor, Financial Agent,	Term expires, March 1874.
Samuel H. Boutwell, Secretary,	Term expires, March 1875.

By vote of the Committee, the teachers are required to be at their respective school-houses at ten minutes before nine o'clock in the morning.

REPORT

OF THE

SCHOOL COMMITTEE

OF THE

TOWN OF ANDOVER,

FOR THE YEAR 1872-73.

ANDOVER:

PRINTED BY WARREN F. DRAPER.

1873.

REPORT OF SCHOOL COMMITTEE.

THE Committee to whom you have intrusted the general supervision of your public schools the year past, having now closed their labors, submit the following Report. We have endeavored to discharge our duties faithfully and impartially, though it is not to be presumed that we have met the expectations, much less the wishes, of all.

We have made extensive repairs in our school-houses during the year, and nearly all of them are now in good condition. But the time is not far distant when the Town will have to erect a larger Grammar School-house at the Centre. The present one, which was at best but a makeshift, is much too small for the large and increasing number of pupils attending that school. We think it would be wise for the Town to secure a good-sized lot of land, centrally located, and erect thereon a brick building, of size sufficient to accommodate the Grammar and South Centre Schools. If land cannot be had by purchase, it can be taken under the statute ; so there can be no difficulty in obtaining the land. For many reasons it would be better to have these three schools in one commodious brick building well located. It would cost less to keep such a building in repair than it now costs for the two wooden ones ; it would cost less for fuel, and it would give the several schools that which they so greatly need, proper accommodations. The present location of the Grammar School-house is an unfortunate one, as there is no yard connected with it, and the pupils are in the streets as soon as they step out of doors. And the same is nearly true of the South Centre building, which, since the cutting for the new

road, is left perched on an embankment, offering a pitfall for the children.

The majority of our schools, during the year, have fully answered the expectations of your Committee, while others have failed to reach that high standard of excellence which we had supposed was attainable. The Town has certainly a right to expect and demand good schools, since it makes liberal appropriations for their support and accommodation. The question, then, which naturally arises is, How can this be brought about? We leave the answer to this question to be inferred from such remarks and suggestions as may follow.

One of the requisites of a good school is a zealous and faithful teacher, and co-operation with her on the part of the parents. It is possible for parents to neutralize, or greatly impair, the best efforts of the most judicious and competent teachers, and this they are constantly doing unless they feel and manifest an intelligent interest in their school. Many, generally speaking, feel no interest in them, unless provoked to do so by something which offends their prejudices, or runs counter to their preconceived notions, and they let them alone, except when they have a favorable opportunity to find fault. This state of things ought not exist; but parents should be willing to sacrifice all personal prejudice and individual resentment, and unite to do all in their power to encourage and support the teacher, and promote the highest good of all concerned. Until parents can be induced to adopt this course, we cannot expect to have prosperous and successful schools.

Another hinderance to the success of our schools is irregularity of attendance. It is impossible to create and maintain any high degree of interest in a school where, on an average, a fourth part of the scholars are absent. This subject has frequently been touched upon in previous Reports, and still the evil in some of our schools is increasing. Parents are the ones who are largely responsible for this state of affairs, and to them we look for the remedy. No parent who regards the prosperity of the school, or the welfare of his children,

will permit them to be absent from school, unless for some important reasons. The evils resulting from this habit are obvious, and we sincerely hope that parents and guardians will put forth their best endeavors to remove it.

Incompetent teachers sometimes stand in the way of the schools highest success. Their literary qualifications are sufficient, but they seem to lack that ability to impart instruction; that aptness to meet the varied wants of their scholars; that zeal, interest, and enthusiasm in their work, which are so essential in order to impart corresponding traits to their pupils. The old maxim, "As is the teacher so will be the pupils," proves itself too true in many instances. Teachers, like persons of other occupations, labor for the compensation which they receive; but that should not be their sole object while engaged in the important work of teaching and training the minds and hearts of the young. Therefore we feel constrained to recommend when teachers become convinced that they are deficient in those qualifications, so indispensable to govern and instruct a school as it should be, that they withdraw, and thereby save the Committee the very unpleasant, but imperative, duty of removing them.

Another drawback to high attainments in our schools is the want of thorough instruction. Many teachers seem to think that all that is required of them is to go through the daily routine of asking the questions in the book, and receive in return the exact words of the answer. This manner of conducting recitations simply strengthens the memory, without cultivating the intellect; and the child grows up ignorant of a thousand things he might have learned, and without that discipline which such an exercise, properly conducted, is calculated to afford. It fails to develop and sustain the habit of self-reliance, so necessary to follow up the hints of the lesson. The scholar is allowed to lean too much on the teacher or the form of words he rehearses, and hence fails to cultivate that faculty of mind which leads him to think and act for himself.

In order to make the minds of scholars bright and active, to rouse all their energies, teachers must not be confined to the letter of the book. Such a course is a miserable apology for a teacher's work. Recitations should be so interspersed with questions, explanations, and illustrations from the teacher's own resources, as will train the pupils to such habits of thought and reflection that, when asked a simple question out of the beaten track, they will not become so confused as to be unable to answer. We hope teachers will try to remedy this evil where they are conscious it exists, insisting that their scholars thoroughly understand the principles involved; bearing in mind that the quality of instruction is of more importance than the quantity.

Reading should receive more attention in our schools. Enough time may be given to it already, but not enough attention. To call the words correctly, mind the pauses, and read rapidly, is about all that is attempted. This is well so far as it goes; but more is required to make good readers. We frequently hear teachers say that their classes have read and re-read their books until they know them by rote, and want them to go into a higher book; at the same time many of these classes make a very poor exhibition of good reading. The fact is, there are not a half-dozen classes of good readers in town. The reading exercise in many schools consists simply in going through with the given lesson, without any suggestions, and without any real effort on the part of the teacher to secure correctness of enunciation or of expression. Perhaps it is sufficient to remark, that a careful preparation of the lesson by the teacher is necessary, in order that she may be able to give an example of good reading for the imitation of her scholars.

Writing, we have reason to believe, is in many instances neglected. As this is one of the branches required to be taught, it should receive its due share of attention. As a general thing, we think not sufficient time is devoted to this exercise. Many of the scholars never will have other oppor-

tunities to learn to write than those afforded in the Common Schools; and as it is very important that every person should be able to write a legible hand, we would recommend teachers to see that sufficient time is given to this exercise to enable each writer to carefully complete a book in a single term.

In conclusion, we would say that we have called attention to these important particulars, not for the sake of harping upon the faults of parents and teachers, but for the purpose of suggesting some of the ways in which our schools can be improved.

REPORT OF THE SEVERAL SCHOOLS.

CENTRAL GRAMMAR SCHOOL.

Principal, M. Abbie Whitehouse.

Assistants, Agnes H. Donald, 1st Assistant, One Term.

Katie W. Cooke, 1st Assistant, Two Terms.

Laura F. Pasho, 2d Assistant, Three Terms.

This school has outgrown the school-house. More than one hundred pupils have been connected with it in each term of the year, and it has been a matter of no little difficulty to manage it successfully in a building so entirely inadequate to its needs.

Notwithstanding this great disadvantage the school has had a year of marked prosperity. The teachers have labored with fidelity, and the pupils have attained a gratifying degree of proficiency in their several studies. If we were to name any branch of study in which special excellence is shown, we should say that Arithmetic is the one in which the greatest acquirements have been made.

This school is deficient to a limited degree in *order*. The pupils who attend it are just of that age in life when it is most difficult to keep within bounds of propriety in sport, and at times they have been so boisterous as to injure the building. We have found it necessary during the year to suspend two or three of the boys for misconduct, and in every case such action has been productive of good results in the improved moral tone of the school. The pupils here are old enough to know their duties and responsibilities in school, and it is our purpose to make them realize this fact.

Another difficulty under which the school labors is the pressure for admission to it. Originally intended as a preparatory school for the High or Punchard School for the three districts at the centre of the town, and for such other pupils as the Committee might find it advisable to admit from other sections of the town, we are continually overcrowded with those who have the best right here, and those who come from districts where they are expected to fit for the Punchard School. A desire to attend school in the village, or a dislike toward their local teacher, brings to the Grammar School every term numbers who might properly be taught nearer their homes. As there is a limit to the seating capacity of this building, so there must be a limit to the number of scholars in this school, and at this time of writing (April) there are several excluded for no other reason than the insufficiency of our accommodations.

SOUTH CENTRE SCHOOL.

Clara E. Clement, Teacher of Intermediate Department.
Frances E. Chandler, Teacher of Primary Department.
Sara F. Jones, Assistant in both Departments.

The Intermediate department has fully realized the position which we anticipated for it a year ago when Miss Clement had completed her first term of service. Good order and steady progress have marked the past year as one of great value to the pupils. The attendance has been larger than usual. A healthy spirit of emulation prevails among them, and much credit is due to them for the present high standing of the school. The excellent results of teacher and pupils being thoroughly interested in their work are found here.

The Primary department continues its usefulness under Miss Chandler, who with patience and kindness takes almost

motherly care of the large number of little ones attending here. The severity of the season made the attendance very irregular in the winter term.

VILLAGE SCHOOLS.

Mary E. Gile, Teacher, Intermediate Department.

Mary F. Merrill, Teacher, Primary Department.

Ella F. Merrill, Assistant in both Departments.

The Intermediate department has had an increased number of pupils this year, and for that or some other reason has lost ground. Miss Gile has taught here with success for several years, and has had the confidence of the Committee, as our former Reports show ; but this year the school has not accomplished what the Committee are bound to require. Irregular attendance has contributed much toward bringing it to its present unsatisfactory condition ; and that is a matter over which parents can exercise more control than both teachers and Committee.

The Primary department under Miss Merrill also suffers much from irregular attendance, but it is otherwise in a very satisfactory condition, and has done a good work.

BALLARD VALE SCHOOLS.

Teacher, H. Maria Richardson, Grammar Department.

Julia M. Brown, Intermediate Department.

Mary F. Brown, Primary Department.

Fair success has attended these schools through the year. Their classification, instruction, and discipline has been good. The government consisted in preventing delinquencies, rather than in punishing offences. This course of procedure secured cheerful and hearty obedience.

The Primary Department has been prosperous, and the instruction given of great advantage to its pupils.

The Intermediate Department has done extremely well. The instruction was well timed, well received, and improvement was obvious to all.

The Senior Department was trained to prompt recitation, to habits of correct thinking, proper expression, and graceful deportment. The quiet, good manners that pervaded the school, in and around the house, deserves special mention, and has our most hearty approval. Due time was given to writing, and a fair penmanship was shown. Parents and friends were present at the close to show their interest in the school.

SCOTLAND SCHOOL.

Teacher, Frances E. Callahan.

A full amount of school work has been accomplished without interruption the past year. Parents have cordially co-operated to have their children secure the full benefit of the school, and have encouraged them to acquire that knowledge which would in the future secure to them position and usefulness. The elementary principles have been well learned, and the common school studies well understood. Gymnastics and music have been well employed to banish all weariness and to make cheerful the school-room.

The repairs deemed necessary on this house at the commencement of the school year have been made, adding much to the convenience and cheerfulness of the school-room. The school-house has been kept in a nice condition. The deportment of the school has been uniformly good, and the progress satisfactory.

HOLT SCHOOL.

Teacher, Anna M. Stoodley.

This school has been successfully conducted through the year. The elements of its prosperity consist in good discipline and thorough instruction. The pupils seemed to cherish a special love for the school, and wished to avail themselves of its privileges. There was manifestly an interest in the pursuit of knowledge. Each pupil felt that he must make the best of his opportunities to get that education which is to serve for a lifetime, and if he failed at school it would be fatal in regard to the future. Neither distance, nor cold winds, nor drifting storms, could keep him willingly away from school. He was conscious that absence from his school would obstruct the whole process of learning, and that his school days were fast drawing to a close.

PHILLIPS SCHOOL.

Teacher, Hattie P. Hervey.

The instruction and discipline of this school has been excellent. It has fulfilled the best wishes of its friends. All the pupils were faithfully attended to and encouraged to cultivate those habits of thought and care which would be sure to shape successfully their future career. Principles were considered far more valuable in study than processes. Those who would win eminence in life's duties must improve their school days in the culture and discipline of education. On every side, in school and out, there have been intelligent signs of progress.

FRYE SCHOOLS.

Teachers — Senior, Carrie B. Holt.
Primary, Mary E. Jones.

These teachers have evidently spared no pains to make their schools in every respect what they should be. Excellent discipline and thorough teaching have characterized both departments. Their aim seems not to have been to see how much ground could be passed over, but adhered to the true principle of insisting upon their scholars thoroughly mastering what they attempted. The closing examinations were highly satisfactory.

WEST CENTRE SCHOOL.

Teacher, Lucia G. Merrill.

Steady progress has been made in this school during the year. Miss Merrill has been untiring in her efforts for the good of her school, and a strong mutual attachment seemed to exist between teacher and scholars. She also has, so far as we know, enjoyed the approbation of the parents. Under the favorable circumstances we look for higher developments in the future.

BAILEY SCHOOL.

Teacher, Fannie A. Hardy.

This school has enjoyed the advantage of being instructed by the same teacher another year, and with that success which has characterized her labors with it in years past. The attendance of the Winter Term was very irregular in consequence of the breaking out of a contagious disease in the district. Still, the closing examination showed the result of thorough teaching.

OSGOOD SCHOOL.

Teacher, Hattie R. Abbott, First and Second Terms.
Abbie F. C. Burt, Third Term.

Miss Abbott in assuming the charge of this school had a difficult task to perform to sustain its long-established reputation; and in this respect has equalled the expectations of the Committee. The teacher of the Winter Term has had large experience in this and adjoining towns. Her methods of teaching and hearing recitations are such as to call forth that diligent and close application on the part of the pupil, which clearly manifests itself in their ability to explain what they have learned. The school has made good progress during the year.

ABBOTT SCHOOL.

Teacher, Elizabeth A. Barnett, First Term.
Jennie L. Smith, Second Term.
Hannah M. Bixby, Third Term.

This school has suffered from a frequent, though unavoidable, change of teachers during the year. Miss Barnett taught the Summer Term with fair success, and then resigned. The teacher of the Fall Term fully won the approbation of the district. This was her first experience in teaching, and the school, though very small, evinced a lively interest in their studies, and it is to be regretted that ill-health prevented her from returning in the Winter Term. Miss Bixby, who was secured to take her place, maintained the interest of the school as well as could be expected, and with experience, in the opinion of the Committee, will make an excellent teacher.

NORTH SCHOOL.

Teacher, Annie L. Locke.

This is Miss Locke's second year with this school, and a very profitable one it has been. In some respects this school excels most schools of a similar grade. The teacher succeeded in governing her scholars, we think, by appealing to their self-respect, cultivating the better feelings of their natures; showing them that they should obey from the fact that it was right, rather than from compulsion. Excellent progress was made in all the different branches, especially in reading, in which this school excels.

The teacher enjoyed the confidence and affection of her pupils, together with the sympathy and co-operation of the parents to an unusual degree; which latter fact is, in our opinion, in a large measure, the secret of her success.

SCHOOL STATISTICS.

CENTRAL GRAMMAR.

	1st Term.	2d Term.	3d Term.
Length of School, in weeks,	12	12	12
Whole number,	97	104	109
Average attendance,	85	99	97
Per-centage of attendance,	87	95	89
Over 15 years,	7	4	13
Neither absent nor tardy,	10	39	8

SOUTH CENTRE.

INTERMEDIATE DEPARTMENT.

Length of School, in weeks,	12	12	12
Whole number,	37	47	47
Average attendance,	32	40	37
Per-centage of attendance,	87	85	79
Over 15 years,	0	0	0
Neither absent nor tardy,	7	6	4

PRIMARY DEPARTMENT.

Length of School, in weeks,	12	12	12
Whole number,	83	67	51
Average attendance,	66	53	36
Per-centage of attendance,	80	79	71
Under 5 years,	2	1	1
Neither absent nor tardy,	11	7	4

VILLAGE.

INTERMEDIATE.

	1st Term.	2d Term.	3d Term.
Length of School, in weeks,	12	12	12
Whole number,	39	35	41
Average attendance,	30	26	33
Per-centage of attendance,	80	74	80
Over 15 years,	0	0	0
Neither absent nor tardy,	4	3	2

PRIMARY.

Length of School, in weeks,	12	12	12
Whole number,	79	67	57
Average attendance,	66	57	43
Per-centage of attendance,	84	85	75
Under 5 years,	0	0	0
Neither absent nor tardy,	10	12	1

PHILLIPS.

Length of School, in weeks,	12	12	12
Whole number,	56	55	55
Average attendance,	41	41	42
Per-centage of attendance,	73	75	76
Under 5 years,	0	0	0
Over 15 years,	1	1	1
Neither absent nor tardy,	0	0	0

HOLT.

Length of School, in weeks,	12	12	12
Whole number,	20	21	20
Average attendance,	14	15	13
Per-centage of attendance,	70	71	65
Under 5 years,	0	3	2
Over 15 years,	2	2	2
Neither absent nor tardy,	0	1	3

SCOTLAND.

	1st Term.	2d Term.	3d Term.
Length of School, in weeks,	12	12	12
Whole number,	31	25	19
Average attendance,	24	21	16
Per-centage of attendance,	79	84	84
Under 5 years,	2	0	0
Over 15 years,	1	1	2
Neither absent nor tardy,	3	4	1

BALLARD VALE.

SENIOR.

Length of School, in weeks,	12	12	12
Whole number,	30	29	31
Average attendance,	18	23	26
Per-centage of attendance,	60	80	84
Over 15 years,	2	0	3
Neither absent nor tardy,	0	0	4

INTERMEDIATE.

Length of School, in weeks,	12	12	12
Whole number,	39	30	33
Average attendance,	32	23	27
Per-centage of attendance,	82	77	82
Over 15 years,	0	0	0
Neither absent nor tardy,	3	1	0

PRIMARY.

Length of School, in weeks,	12	12	12
Whole number,	64	70	54
Average attendance,	53	56	42
Per-centage of attendance,	83	80	80
Under 5 years,	1	1	0
Neither absent nor tardy,	7	2	1

FRYE.

SENIOR.

	1st Term.	2d Term.	3d Term.
Length of School, in weeks,	12	12	12
Whole number,	29	33	38
Average attendance,	28	29	32
Per-centage of attendance,	97	88	84
Over 15 years,	1	2	3
Neither absent nor tardy,	12	11	13

PRIMARY.

Length of School, in weeks,	12	12	12
Whole number,	44	44	44
Average attendance,	42	40	36
Per-centage of attendance,	95	90	82
Under 5 years,	2	1	0
Neither absent nor tardy,	15	12	2

WEST CENTRE.

Length of School, in weeks,	12	12	12
Whole number,	20	19	20
Average attendance,	19	17	18
Per-centage of attendance,	95	90	90
Under 5 years,	0	1	0
Over 15 years,	1	0	3
Neither absent nor tardy,	7	3	3

OSGOOD.

Length of School, in weeks,	12	12	12
Whole number,	21	21	22
Average attendance,	20	18	20
Per-centage of attendance,	95	86	91
Under 5 years,	0	0	0
Over 15 years,	0	0	2
Neither absent nor tardy,	2	0	1

BAILEY.

	1st Term.	2d Term.	3d Term.
Length of School, in weeks,	12	12	12
Whole number,	18	19	30
Average attendance,	14	16	23
Per-centage of attendance,	80	84	77
Under 5 years,	1	1	1
Over 15 years,	0	0	2
Neither absent nor tardy,	0	1	0

ABBOTT.

Length of School, in weeks,	12	12	12
Whole number,	11	9	8
Average attendance,	9	8	7
Per-centage of attendance,	81	89	88
Under 5 years,	1	0	0
Over 15 years.	2	0	0
Neither absent nor tardy,	1	0	1

NORTH.

Length of School, in weeks,	12	12	12
Whole number,	13	12	14
Average attendance,	12	11	13
Per-centage of attendance,	92	91	92
Under 5 years,	0	0	0
Over 15 years,	1	1	3
Neither absent nor tardy,	5	3	3

PUPILS WHO HAVE NOT BEEN ABSENT OR TARDY IN THE SEVERAL TERMS.

GRAMMAR SCHOOL.

FIRST TERM. — Sarah E. Burnham, James Bradshaw, Carrie Dean, Amy Smith, Sarah Stimpson, Mattie Upton, Josie S. Durgin, Bertie F. Shannon, George A. Tyler.

SECOND TERM. — Ada A. Buchan, Nellie E. Clark, Carrie Dean, Martha A. Jones, Edith Lawson, Mary A. Scott, Edith Smith, Joseph H. Clark, John Flemings, George F. Millet, T. H. F. Regan, David B. Smith, Charles L. White, Katie Donovan, Josie S. Durgin, Sarah J. Hannan, Malinda Mayer, Rebecca Smith, Lizzie F. Swift, Jennie S. Thompson, Frank. H. Baldwin, Ed. H. Hayward, Walter Lewis, George Ridley, John Smith, Bertie F. Shannon, Emma Bodwell, Willie Dean, Hattie Harnden, James Henry, Willie Lawson, Theresa Maloney, Charles Putnam, John Sullivan, Lucinda Anderson, Mary Bruce, George Buchan, George Brown, Morrie Farnham, George Macintosh.

THIRD TERM. — Mary A. Scott, George Buck, T. H. F. Regan, Frank H. Baldwin, George A. Tyler, Edward Corse, Charles Putnam, George Brown.

SOUTH CENTRE.

INTERMEDIATE DEPARTMENT.

FIRST TERM. — George Brown, Willie Dean, Edward Corse, John Sullivan, Lila Gleason, Fred Parker, George Stevens.

SECOND TERM. — Rebecca F. Cole, James Keefe, Maggie O'Brien, Charles C. Dean, Patrick Hannan, Lewis Woodbridge.

THIRD TERM. — Rebecca F. Cole, Patrick Hannan, Charles C. Dean, George W. Holt.

PRIMARY DEPARTMENT.

FIRST TERM. — Mary F. Stone, Charles C. Dean, George W. Holt, Patrick Hannan, Edwin L. Shattuck, Mabel Smith, Joseph Sullivan, Charles Cullinane, Cornelius Sullivan.

SECOND TERM. — Charles Burt, Jeremiah Mahanny, Joseph Sullivan, Charles Cullinane, Cornelius Sullivan, Eva Bodwell.

THIRD TERM. — Charles Cullinane, Delia Crowley, George W. Cole.

HOLT.

FIRST TERM. — Mattie Foster.

SECOND TERM. — Mattie Foster.

THIRD TERM. — Freddie Harnden, Frank Jenkins, Mattie Foster.

SCOTLAND.

FIRST TERM. — Ella Eaton, Frank Holt, Winnie Knowles.

SECOND TERM. — Martha Abbott, Alice Jaquith, Newton Jaquith, Abby Upton.

THIRD TERM. — John Woodbridge.

BALLARD VALE.

SENIOR DEPARTMENT.

FIRST TERM. — Mary Ida Smith.

SECOND TERM. — Mary Ida Smith.

THIRD TERM. — Laura L. Gile, Mary Ida Smith, Mary A. Ryley, Lawrence Ryley.

INTERMEDIATE DEPARTMENT.

FIRST TERM. — Effie E. Gile, Thomas Caffery, Lucy A. Hayward.

SECOND TERM. — Annie Jones.

THIRD TERM. — None.

PRIMARY DEPARTMENT.

FIRST TERM. — Mary Caffrey, Mary Flaherty, Angie Getchell, Abby Hayward, Nellie Horan, Belle Means, Dennis Donahoe.

SECOND TERM. — John Bonar, Thomas Winton.

THIRD TERM. — Harry C. Greene.

VILLAGE.

INTERMEDIATE DEPARTMENT.

FIRST TERM. — Lucinda Anderson, Mary Bruce, Christina Thompson, Josie Thompson.

SECOND TERM. — Lizzie Buchan, Henry Duval, Josie Thompson.

THIRD TERM. — Andrew Callum, Henry Duval.

PRIMARY DEPARTMENT.

FIRST TERM. — Lizzie Buchan, Georgianna Bruce, Anna Colange, Lizzie Gleason, Eliza Hull, Fannie Meldrum, James McKenzie, Robert Muir, Bernard Sands, Patrick Sands.

SECOND TERM. — Maggie Buchan, Bella Bowman, Mary Crawford, Collins Christie, Agnes Duval, Lizzie Gleason, Lizzie Johnson, Jennie Middleton, Annie Hepburn, James McKenzie, James Qualey, Patrick Sands.

THIRD TERM. — Walter Souter.

NORTH.

FIRST TERM. — Nathan R. Bailey, Hattie A. Stevens, Newton S. Abbott, James H. Crowley, Mary L. H. Crowley.

SECOND TERM. — James H. Crowley, Mary L. H. Crowley, Henry C. Shattuck.

THIRD TERM. — Hattie A. Stevens, George B. Shattuck, Henry C. Shattuck.

FRYE.

SENIOR DEPARTMENT.

FIRST TERM. — Marrietta Abbott, Andrew Brown, Charles Brown, Annie Davis, Lottie Donald, Arthur Hill, Linnie Mayer, Mary Morrison, Willie Morrison, Emma Thomas, Charles Downs.

SECOND TERM. — Marrietta Abbott, Annie Barnes, Lottie Donald, Anna Willey, Andrew Brown, Willie J. Leitch, Walter W. Gillespie, Willie K. Morrison, Charles Downs, Josie Abbott, John Walker.

THIRD TERM. — Annie Davis, Annie Barnes, Annie R. Willey, Marrietta Abbott, Andrew Brown, Willie J. Leitch, Willie Morrison, Arthur Hill, Charles Brown, Walter W. Gillespie, Lizzie Phillips, Jennie Lawson.

PRIMARY DEPARTMENT.

FIRST TERM. — Josie F. Abbott, John W. Abbott, Amy F. Battles, Annie E. Bradshaw, Jimmie Baldmain, Sarah A. Barney, Charles Cutler, Joseph Dodson, Frank Donahue, Alice P. Farnham, Willie Lawson, John L. Morrison, Charles L. Walker, Lincoln Poor, Laura A. Spencer.

SECOND TERM. — George Abbott, Amy F. Battles, Sarah A. Barney, Sophia Dodson, Frank Donahue, John A. Leitch, John L. Morrison, Emma S. Abbott, Laura A. Spencer, Lincoln Poor, Charles L. Walker.

THIRD TERM. — John A. Morrison, Charles L. Walker.

WEST CENTRE.

FIRST TERM. — Clara R. Boynton, Sarah A. Jameson, Clara W. Russell, Hattie L. Russell, Frankie B. Holt, Johnnie E. Holt, James Cunningham, Eddie R. Merrill.

SECOND TERM. — Hattie L. Russell, Clara R. Boynton, George McCollum.

THIRD TERM. — Frankie B. Holt, Johnnie E. Holt, Everett B. Merrill.

OSGOOD.

FIRST TERM. — Charles Bailey, Lilla E. Bailey.

SECOND TERM. — None.

THIRD TERM. — Lilla Chase.

BAILEY.

FIRST TERM. — None.

SECOND TERM. — Annie Dane.

THIRD TERM. — None.

ABBOTT.

FIRST TERM. — Willie G. Wardwell.

SECOND TERM. — None.

THIRD TERM. — None.

TABULAR STATEMENT.

TABULAR

SCHOOLS.	TEACHERS.	Number of Terms.
CENTRAL GRAMMAR :	M. Abbie Whitehouse (Prin.), -	3
	Agnes H. Donald (1st Assist.),	1
	Katie W. Cooke (1st Assist.), -	2
	Katie W. Cooke (2d Assist.), -	1
	Laura F. Pasho (2d Assist.), -	2
SOUTH CENTRE, Intermediate :	Clara E. Clement, - - - - -	3
Primary :	Frances E. Chandler, - - - -	3
	Sara F. Jones (Assist.), - - -	3
VILLAGE, Intermediate :	Mary E. Gile, - - - - -	3
Primary :	Mary F. Merrill, - - - - -	3
	Ella F. Merrill (Assist.), - - -	3
PHILLIPS :	Hattie P. Hervey, - - - - -	3
	Lizzie B. Abbott (Assist.), - -	3
HOLT :	Julia M. Browne, - - - - -	2
	Anna M. Stoodley, - - - - -	1
SCOTLAND :	Fannie E. Callahan, - - - -	3
BALLARD VALE, Senior :	Hattie E. Abbott, - - - - -	2
	H. Maria Richardson, - - - -	1
Intermediate :	Mary E. Bixby, - - - - -	2
	Julia M. Browne, - - - - -	1
Primary :	Mary F. Browne, - - - - -	3
FRYE, Senior :	Carrie B. Holt, - - - - -	3
Primary :	Mary E. Jones, - - - - -	3
WEST CENTRE :	Lucia G. Merrill, - - - - -	3
OSGOOD :	Hattie R. Abbott, - - - - -	2
	Abbie F. C. Burt, - - - - -	1
BAILEY :	Fannie A. Hardy, - - - - -	3
NORTH :	Annie L. Locke, - - - - -	3
ABBOTT :	Elizabeth A. Barnett, - - - -	1
	Jennie L. Smith, - - - - -	1
	Hannah M. Bixby, - - - - -	1

STATEMENT.

Salary per Year.	Largest Number.	Equated Number.	Attendance,		Neither Absent nor Tardy.	Number under 5 years of age.	Number over 15 years of age.
			Average.	Per cent.			
\$800 360 360 300 300	109	103	94	90	19	0	13
360	47	44	36	84	6	0	0
360 180	83	67	52	80	7	2	0
360	41	38	30	78	3	0	0
360 180	79	68	55	81	8	0	0
360 180	56	55	41	75	0	0	1
360 360	21	20	14	69	1	3	2
324	31	25	20	82	3	2	2
360 360	31	30	22	75	1	0	3
360 360	39	34	27	80	1	0	0
360	70	63	50	81	3	1	0
360	38	33	30	90	12	0	3
360	44	44	39	89	10	2	0
360	20	20	18	92	4	1	3
360 360	22	21	19	91	1	0	2
360	30	22	18	80	0	1	7
300	14	13	12	92	4	0	3
300 300 300	11	9	8	86	1	1	2

APPENDIX.

Appropriations for 1873-74 :

For Schools,	\$9500 00
For School-houses,	1000 00

Committee :

Henry S. Greene, Chairman,	Term expires, 1876.
Samuel H. Boutwell, Secretary,	Term expires, 1875.
George H. Poor, Auditor,	Term expires, 1874.

Sub-Committees on :

Central Grammar, South Centre, and Village Schools,
Geo. H. Poor.

Phillips, Scotland, Holt, and Vale Schools, H. S. Greene.
Frye, West Centre, Osgood, Bailey, Abbott, and North
Schools, S. H. Boutwell.

~~1883~~

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REPORT

OF THE

SCHOOL COMMITTEE

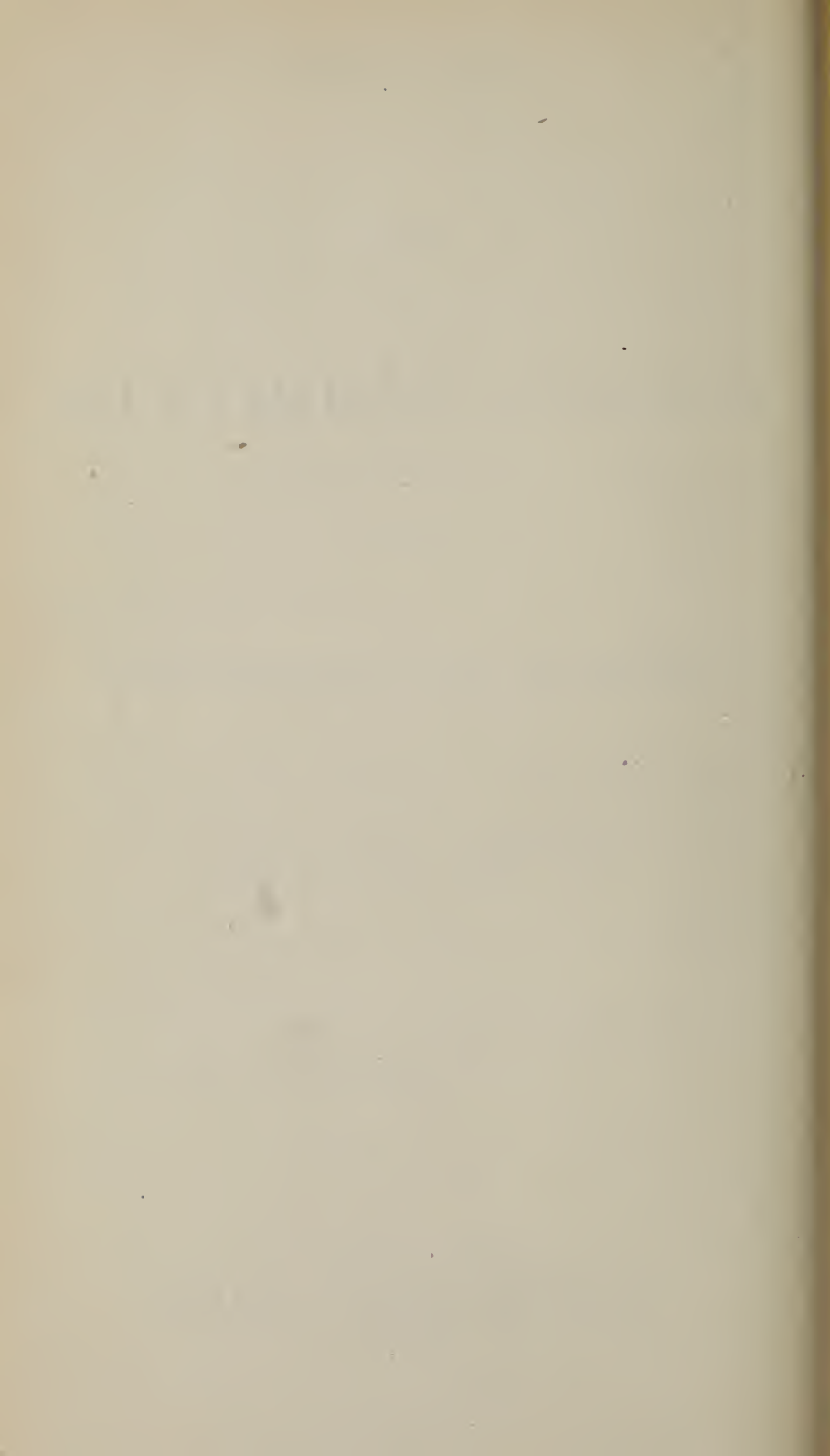
OF THE

TOWN OF ANDOVER,

FOR THE YEAR 1873-74.



ANDOVER:
PRINTED BY WARREN F. DRAPER.
1874.



REPORT OF SCHOOL COMMITTEE.

THE school year 1873-74 has not been marked by any unusual incidents affecting the educational interests of Andover. Nearly all of our experienced teachers retain their places, and under their care the schools have enjoyed that measure of quiet progress which is usually attained in the average Massachusetts town. The winter term was lengthened two weeks, for the purpose of giving increased school privileges to those of our young people who attend school only during the winter; and because our actual school days in each term are trenched upon by public holidays, and by the "day to visit schools" accorded to each teacher for her information and improvement. And when we consider that nearly all of the people obtain their education in the public schools, it will appear that thirty-eight weeks in each year is not too much time to devote to that important purpose.

The appropriation by the Town for school purposes for the year was \$10500.00, of which sum \$1000.00 was for repairs of schoolhouses. In addition to the above, the Town received \$232.68 as its portion of the income of the State School Fund, \$192.00 income from the "Proprietors' Fund," and \$230.00 rent of stores under the Ballard Vale schoolhouse; making a total income for school purposes of \$10924.68. Nothing has been received from the "Phillips Fund" for four years past, and the income payable to the Town from that is usually \$60.00 per annum; but it is discretionary with the Trustees to apply it to the schools, or toward assisting teachers to perfect their education. It has been

applied, heretofore, to the several schools, four in each year, in rotation, for the purpose of lengthening the summer terms. But, since the Districts were abolished, the Committee have desired to afford equal advantages each term to all the schools in town, and have permitted the income to accumulate in the hands of the Trustees, in the belief that they would see the changed circumstances, and in a reasonable exercise of their discretion cause the income to be paid over annually to the Town Treasurer for the benefit of all the schools in town, or use it to assist some of our worthy young women who desire to pursue a course of instruction in the State Normal Schools with the view of becoming professional teachers.

An appropriation of \$10500.00 for school purposes each year will be sufficient to continue the present organization of the schools for an indefinite period, if the teachers' salaries are kept at their present rates.

The schoolhouses of the town have been kept in a fair state of repair during the year, and will not require any considerable outlay for some time to come. The "wear and tear" of these buildings is very great, and continues so, despite the best efforts of the Committee to prevent wanton and unnecessary injury. All of our schoolhouses, save the "Phillips," "Abbot," and the room used by the Ballard Vale primary school, are furnished with modern desks and chairs. The Phillips house should be refurnished this year. The Abbott school is so small that it should not exist at all, and it is hardly advisable to refurnish the house. It would be better to discontinue the school, and employ a person to carry the scholars attending there to the North school. That might lawfully be done, and would save money, as the Abbott school costs upwards of \$350 each year for its nine scholars.

It is a matter of deep concern that the people of Andover take so little interest in their public schools. That they do take but very little interest in them is evident, from the fact that very few persons visit the schools during the year. We

are well aware that those who toil from morn till eve during the whole year can ill afford time for this purpose ; and these are the class which invariably educates its children in the public schools. Those who are blessed with more of this world's goods do not, as a rule, put their children into the public schools, or do not keep them there after they have acquired sufficient rudimentary knowledge to make them eligible for admission to the academies. Such people very naturally confine their interest to the institutions where their children are being educated, and, though having more opportunities to visit public schools than those whose children fill these last, they very seldom concern themselves about these important institutions, where the major part of the future men and women of the State are receiving all the education they will ever have. Then there are some people who never look into the schoolhouse, except to scold the teacher for some real, or more frequently *supposed* wrong done to their children.

• All this is greatly to the injury of the schools. If parents and other friends of education would manifest an interest in the schools by visiting them from time to time, they would stimulate the scholars to better efforts, and greatly assist the teachers by acquiring an intimate knowledge of the progress of their children, and would avoid much of the prejudice towards teachers which so often arises from parents being told but one side of the story.

The Report of the State "Bureau of Statistics of Labor" discloses the sad fact that there are 25000 children, between the ages of five and fifteen years, in our good old commonwealth who do not attend school at all. The question arises at once: "How many of these are in Andover?" Your Committee are unable to answer this question ; but they have reason to believe there are some. The legislation on this subject has utterly failed to prevent or cure this great evil, and more stringent laws will have to be enacted to make unlettered ignorance impossible in the rising generation. Under the Truant Act of 1873, each city and town is

required to make "all needful provisions and arrangements concerning habitual truants and children between the ages of seven and fifteen years who may be found wandering about in the street or public places of such city or town, having no lawful occupation or business, not attending school, and growing up in ignorance. And shall also make such by-laws as shall be most conducive to the welfare of such children, and to the good order of such city or town; and shall provide suitable places for the confinement, discipline, and instruction of such children."

The School Committee of the several cities and towns are required to appoint and fix the compensation of two or more suitable persons to be designated as truant officers, whose duty it shall be to inquire into all cases arising under such by-laws, and prosecute all violations thereof. Children convicted under such by-laws may be committed to the designated place of confinement established by the city or town, for a term not exceeding two years. This law, *if enforced*, will dispose of the truants; but there is a much larger class of young unfortunates growing up in ignorance, to the future injury of the commonwealth. We refer to those children, under the age of fifteen years, who are employed in factories. The laws regulating the employment of children are easily evaded, indeed are very rarely enforced, and are radically defective. The English statutes on this subject are far more rigorous than ours; and until our laws are much modified they must remain largely inoperative. In matters of such vital importance, it is the duty of the State to protect the child, as well from the parent as the manufacturer, that he may be better enabled, physically, morally, and intellectually, to contribute to the common weal when he shall arrive at maturity.

If the common-school system is not entirely successful, the causes of its failure are easily found. The first impulses of children are formed at home, when under the charge of their parents. If they are trained in obedience there, when they go to school they will not depart from it; and subor-

dination to teachers is the first element of success in the schools. To obtain this last is a matter, oftentimes, of great difficulty. It occurs, not infrequently, that teachers are wanting in those mental and moral characteristics which command the respect and compel the spontaneous obedience of pupils. Where they are so wanting, there is the greater need of the full and hearty co-operation of parents with the teachers. Teachers can, and do, err in judgment, like other mortals, and sometimes lose their tempers when dealing with unruly scholars, to the great injury of their influence and usefulness; and parents should make due allowance for these facts. Another hinderance to success is irregular attendance, concerning which much has been said in former Reports. We do not think it will require any argument to convince the people of Andover that the pupil who is frequently absent from school labors under great disadvantage, and impedes the progress of his classes. This evil is almost wholly in the power of parents to cure. Again, if the child's progress in studies is frequently inquired into by the parents at home,—if he is asked, from week to week, to give an account of what he is learning, whether it be in a, b, c, or cube root,—can any one doubt that the influence of such inquiries would be stimulating and encouraging? Very few parents *fully* recognize their power, influence, and duty in the education of their children.

In these days of enlarging fields of duty and usefulness for woman, it is surprising that so many of our young women feel that they were born to teach; and notwithstanding the number of teachers and candidates for teachers, they who can teach successfully are comparatively few. Many young ladies, fresh from the high and normal schools, begin their task with great confidence, but soon find that mere book-learning will not ensure that success which they supposed was so easily attainable. Others, who get on very well at first, stay in one school, or in the same town, until they think themselves in by prescription, while the experience so gained loses its value in

carelessness or dogmatic adherence to their pet notions of managing a school.

It is good for teachers to change their schools and their towns occasionally ; it prevents them from getting "into the ruts," and adds range and value to their experience.

In closing these general remarks, we wish to impress on our fellow citizens the importance of a change in the superintendence of the schools. We have eighteen schools scattered over the wide area of our beautiful old town, containing about seven hundred pupils, and the management of these, both prudential and educational, is entrusted to three men in active life, who are so occupied with their ordinary employments that they can hardly be expected to devote that time to the important duties of their office which wise and efficient management of the schools would seem to require. It appears very clearly to us to be the duty of the Town to increase its Committee to nine at least, and empower them to appoint a Superintendent, who should devote nearly all his time to his duties. If the Town has a Superintendent of Schools the Committee would receive no pay, and would act in an advisory and directory manner with him. That officer would, by his frequent visits become intimately acquainted with the needs of the several schools, would ensure a uniform method of instruction in all of them, would be able to give immediate attention to all causes of complaint, would have time and opportunity to follow up all injuries to school property and procure redress therefor, and would save the Town quite an amount of money every year in the purchase of supplies and prevention of waste.

In short, the benefits to be derived to our educational interests by employing a Superintendent are very numerous, and we believe the only objection that can be raised against the office is the increased expense over the method now pursued. But that need not be over \$1000 per annum more than the present cost of superintending our schools by a Committee only ; and, in view of the importance of this matter, the

increase of expense by that sum is too small to stand in the way at all.

Andover should not be content with an *average position* in common-school advantages and attainments, but should make the *highest rank* her aim. To accomplish that end she must make liberal appropriations of money, and expend it wisely; and every citizen of mature years must feel that he has an interest in the schools and in their proper administration; for the education of the people is the chief guaranty of the stability of the Republic.

REPORT OF THE SEVERAL SCHOOLS.

CENTRAL GRAMMAR SCHOOL.

Principal, M. Abby Whitehouse.

1st Assistant, Kate W. Cooke.

2d Assistant, Laura F. Pasho.

This school has fully maintained its high standing during the past year. Teachers and pupils have worked together harmoniously, and a healthy spirit of ambition has animated the whole school. Nearly all of the class graduating at the spring term were admitted to the Punchard School; and this fact shows the excellence of the work being done here. By making the examination for admission a little more rigid than in former years, we succeeded in keeping the number of pupils limited to the capacity of the building during the fall and winter terms. We think the experience of the nine years since this school was established has fully justified the expectations of our predecessors who organized it; and no one familiar with our schools would contend that it is not now a necessity. So important and useful a school as this deserves a better building, and we trust that the subject will receive the early attention of the Town. The new street near the Town House presents a rare opportunity for the selection of an ample lot for such a building as we suggested in last year's Report—one to contain the Grammar and South Centre Schools.

VILLAGE SCHOOLS.

Teachers, Annie L. Locke, Intermediate.

Mary F. Merrill, Primary.

Ella F. Merrill, Assistant.

The Intermediate department has been under the charge of Miss Locke through the year. She came to it with an excellent record of successful experience in the North School, and has labored here with the utmost fidelity to her trust. While we feel that she has not achieved the results due to her efforts, we are pleased to be able to say that there has been marked improvement from term to term, which fact is encouraging for the future prospects of this school.

The Primary department has been conducted by Miss Merrill with her usual success, acquired by long experience.

SOUTH CENTRE SCHOOLS.

Teachers, Clara E. Clement, Intermediate.

Frances E. Chandler, Primary.

Sara F. Jones, Assistant.

We regret to announce that Miss Clement has resigned her position in the Intermediate department, to the great loss of the public. Her labors during the two years or more she has taught this school have been so successful as to leave very little to be desired in the way of improvement. She retires to another sphere of duty with the best wishes of all friends of the school.

Miss Chandler has added another year to her valuable store of experience in training the infant mind.

BALLARD VALE SCHOOLS.

Teachers, H. Maria Richardson, Senior Department.
Julia M. Brown, Intermediate Department.
Mary F. Brown, Primary Department.

The more parents and guardians do to secure the constant and timely attendance and good deportment of their children and wards at school, the better will be the schools, and more efficient the teachers. The average attendance of these schools the last year is favorable in comparison to that of former years. The progress in the discipline and drill of the schools has been satisfactory.

The Primary Department has been managed well. The teacher discovered a ready tact in inventing means to keep the children interested, cheerful, and happy, and got them along well in their rudimental studies.

The Intermediate Department has been cared for by one well acquainted with the condition of the school. She knew the dispositions, capacities, and needs of the scholars. Her heart was in her work. She sought earnestly to interest and instruct them, and improvement was obvious to all.

The Senior Department has long been under the supervision of a tried and successful teacher. The government of the school was easy, and an educational and moral work done that is of great value to all the members of the school.

PHILLIPS SCHOOL.

Teachers, Hattie P. Hervey, Spring and Fall Terms.
Lizzie B. Abbott, Winter Term.
Augusta S. Tenney, Assistant.

At the close of the fall term the teacher who had presided over this school for several terms with acceptance and success, gave up her position. The Committee were fortunate in bringing to the work of the school those who were well

acquainted with its condition, and equal to the place. Such have been earnest and faithful in their work. By them the school was managed in all respects successfully. Good progress was manifested in the various studies, and the previous good standing of the school was fully sustained.

SCOTLAND SCHOOL.

Teachers, Fannie E. Callahan, Spring Term.

Jessie F. Greene, Fall Term.

Hortense L. Crowninshield, Winter Term.

During the year, this school has been under the care of a different teacher each term. These teachers one and all, were ambitious to be successful in their profession. Each had eligible qualifications to a teachership. Each desired to benefit all under her care. Heart and life was infused into the school, and the teachers won the love and esteem of their pupils. A pleasing feature of the school was the general exercises; of which, singing took the lead in excellence.

HOLT SCHOOL.

Teacher, Anna M. Stoodley.

During this year, the number in this school has been small. From prevalent sickness, the school has been subject, more or less, to interruptions. On returning health and strength, the pupils returned to their places in school. A capable and thorough teacher has presided over its interests. Great respect was manifested at all times by the scholars. Progress has been made in the various departments of study. Unexceptionable order prevailed, and the school closed in a good position.

FRYE SCHOOLS.

Teachers — Senior, Mary E. Gile, First Term.

Carrie B. Holt, Second and Third Terms.

Primary, Mary E. Jones.

Both Departments of this school have had a profitable year. The Primary under the charge of Miss Jones, has fully maintained its high standing among schools of a similar order. The judicious course pursued by her in the management and instruction of so many little children has not failed to attract the attention of the Committee.

The recitations were generally prompt and accurate, and the order good as could be expected where the scholars are so young.

The first term of the Senior was taught by Miss Gile, a teacher of considerable experience in another section of the town, who sustained the character of the school. Her resignation at the close of the term was accepted by the Committee, and Miss Holt, the former teacher, returned. Being well acquainted with the scholars, and their acquirements, the school did not suffer, as is often the case where a change of teachers is effected. Suffice to say, its former good reputation has been maintained.

WEST CENTRE SCHOOL.

Teacher, Lucia G. Merrill.

This school during the year has fully answered the expectations of the Committee. The first and second terms were marked for the interest manifested by the scholars in the various studies, and the advancement made in most of the branches taught. An unusual sympathy and confidence seemed to exist between teacher and pupils, which rendered the work of teaching a pleasant and agreeable task, and caused the scholars to respond with a cheerful alacrity pleasing to witness.

The peace of the school was somewhat interrupted during the winter by a few youth of the "knowing age," who wished to substitute their wills for that of the teacher, but were finally persuaded to yield to the wholesome rules, though not with that grace desirable to see in boys of their age.

BAILEY SCHOOL.

Teacher, Fannie A. Hardy.

This school has enjoyed the advantage of permanence in its teacher, to an extent unusual with us. Miss Hardy has served with a zealous devotion to the welfare and progress of the scholars who have been committed to her charge from time to time. Seldom is it permitted a teacher to enjoy the approbation of all concerned for so long a period, as has the present incumbent.

The school has made equal proficiency in study the past year with those preceding, and appeared in excellent condition at the closing examination.

OSGOOD SCHOOL.

Teacher, Abbie F. C. Burt.

The benefit of experience in teaching has been realized by this school during another year. The same devotion on the part of the teacher, and a corresponding interest awakened in the scholars, continued through a number of years, has been of great advantage to the school. The work of teacher and scholars has been thoroughly performed, and the Committee congratulate the district on the continued prosperity of its school. The first class in Arithmetic and Grammar are worthy of special mention, for the unusually thorough understanding of the principles involved in these difficult studies.

ABBOTT SCHOOL.

Teacher, Jennie L. Smith.

This is the smallest school in town; so small as to render it quite impossible for a teacher to arouse that enthusiasm and life on the part of the scholars in their various studies, so indispensable to the highest welfare of the school. Miss Smith, however, has fully met our expectations in this particular, and the school has uniformly appeared in good condition. The scholars evinced a familiarity with their text-books creditable to themselves and their teacher.

The attendance has been good, especially in the winter; the average being ninety-seven per cent of the whole number.

NORTH SCHOOL.

Teacher, Hannah M. Bixby.

The intelligent interest which the parents take in this school renders the work of teaching pleasant, by encouraging the scholars to acquiesce in the rules and regulations of the teacher, and enables them to engage in the great work of acquiring knowledge with some degree of understanding of its importance.

Happy results usually follow under such circumstances, as has been verified in this instance. The school has generally appeared to good advantage, and a commendable degree of proficiency has been made in the different branches.

The average attendance of the winter term was considerably affected by some of the scholars leaving to attend higher schools in Lawrence.

HENRY S. GREENE, SAMUEL H. BOUTWELL, GEORGE H. POOR,	} COMMITTEE.
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APPENDIX.

SCHOOL STATISTICS.

CENTRAL GRAMMAR.

	1st Term.	2d Term.	3d Term.
Length of School, in weeks,	12	12	14
Whole number,	102	96	91
Average attendance,	96	86	79
Per-centage of attendance,	93	90	87
Over 15 years,	9	5	12
Neither absent nor tardy,	17	18	13

SOUTH CENTRE.

INTERMEDIATE DEPARTMENT.

Length of School, in weeks,	12	12	14
Whole number,	44	38	43
Average attendance,	37	32	37
Per-centage of attendance,	84	84	86
Over 15 years,	0	0	0
Neither absent nor tardy,	8	12	9

PRIMARY DEPARTMENT.

Length of School, in weeks,	12	12	14
Whole number,	86	76	65
Average attendance,	73	59	52
Per-centage of attendance,	85	78	80
Under 5 years,	3	0	0
Neither absent nor tardy,	9	10	6

VILLAGE.

INTERMEDIATE.

	1st Term.	2d Term.	3d Term.
Length of School, in weeks,	12	12	14
Whole number,	40	39	38
Average attendance,	31	34	33
Per-centage of attendance,	78	87	86
Over 15 years,	0	0	0
Neither absent nor tardy,	5	10	15

PRIMARY.

Length of School, in weeks,	12	12	14
Whole number,	69	70	68
Average attendance,	60	55	53
Per-centage of attendance,	87	79	78
Under 5 years,	0	0	0
Neither absent nor tardy,	20	11	7

PHILLIPS.

Length of School, in weeks,	12	12	14
Whole number,	58	59	54
Average attendance,	38	36	50
Per-centage of attendance,	66	61	93
Under 5 years,	1	0	0
Over 15 years,	0	0	1
Neither absent nor tardy,	4	2	3

HOLT.

Length of School, in weeks,	12	12	14
Whole number,	22	14	13
Average attendance,	18	10	9
Per-centage of attendance,	82	71	69
Under 5 years,	3	0	0
Over 15 years,	0	0	0
Neither absent nor tardy,	3	0	0

SCOTLAND.

	1st Term.	2d Term.	3d Term.
Length of School, in weeks,	12	12	14
Whole number,	24	20	28
Average attendance,	20	18	23
Per-centage of attendance,	83	90	82
Under 5 years,	0	0	0
Over 15 years,	0	0	3
Neither absent nor tardy,	2	1	0

BALLARD VALE.

SENIOR.

Length of School, in weeks,	12	12	14
Whole number,	27	36	38
Average attendance,	23	33	34
Per-centage of attendance,	85	92	90
Over 15 years,	2	0	4
Neither absent nor tardy,	5	3	3

INTERMEDIATE.

Length of School, in weeks,	12	12	14
Whole number,	30	32	45
Average attendance,	25	27	40
Per-centage of attendance,	83	84	89
Over 15 years,	0	0	0
Neither absent nor tardy,	2	4	3

PRIMARY.

Length of School, in weeks,	12	12	14
Whole number,	73	84	70
Average attendance,	62	74	57
Per-centage of attendance,	85	88	81
Under 5 years,	5	2	1
Neither absent nor tardy,	7	9	9

FRYE.

SENIOR.

	1st Term.	2d Term.	3d Term.
Length of School, in weeks,	12	12	14
Whole number,	29	26	34
Average attendance,	24	23	28
Per-centage of attendance,	83	88	82
Over 15 years,	0	0	2
Neither absent nor tardy,	7	9	9

PRIMARY.

Length of School, in weeks,	12	12	14
Whole number,	56	50	48
Average attendance,	47	47	40
Per-centage of attendance,	84	94	83
Under 5 years,	3	5	2
Neither absent nor tardy,	4	10	9

WEST CENTRE.

Length of School, in weeks,	12	12	14
Whole number,	24	22	18
Average attendance,	22	18	16
Per-centage of attendance,	91	82	90
Under 5 years,	1	0	0
Over 15 years,	1	0	2
Neither absent nor tardy,	6	1	3

OSGOOD.

Length of School, in weeks,	12	12	14
Whole number,	21	17	17
Average attendance,	18	14	16
Per-centage of attendance,	86	82	94
Under 5 years,	0	0	0
Over 15 years,	0	0	3
Neither absent nor tardy,	3	2	5

BAILEY.

	1st Term.	2d Term.	3d Term.
Length of School, in weeks,	12	12	14
Whole number,	26	27	31
Average attendance,	21	22	26
Per-centage of attendance,	80	81	84
Under 5 years,	2	0	0
Over 15 years,	2	0	3
Neither absent nor tardy,	2	3	7

ABBOTT.

	12	12	14
Length of School, in weeks,	12	12	14
Whole number,	11	9	9
Average attendance,	10	9	9
Per-centage of attendance,	90	100	90
Under 5 years,	0	0	0
Over 15 years,	0	0	0
Neither absent nor tardy,	1	5	0

NORTH.

	12	12	14
Length of School, in weeks,	12	12	14
Whole number,	11	14	13
Average attendance,	10 $\frac{1}{2}$	12	11 $\frac{1}{2}$
Per-centage of attendance,	95	86	90
Under 5 years,	0	0	0
Over 15 years,	0	0	0
Neither absent nor tardy,	0	0	1

PUPILS WHO HAVE NOT BEEN ABSENT OR TARDY IN THE SEVERAL TERMS.

GRAMMAR SCHOOL.

FIRST TERM. — Carrie A. Dean, Annie S. Davis, Sarah Stimpson, Mary A. Scott, Joseph H. Clark, Sarah Hannan, Katie Donovan, Frank H. Baldwin, Charles Noyes, George Ridley, Bertie Shannon, Willie Dean, James P. White Lucinda Anderson, Emma H. Bodwell, Bridget S. Collins, Mary Richardson.

SECOND TERM. — Carrie A. Dean, Annie P. Palmer, Jennie Thompson, Frank H. Baldwin, William Leitch, Bertie Shannon, Lucinda Anderson, Lizzie A. Jaquith, Edward A. Corse, Willie Dean, Rebecca F. Cole, Ella R. Gatchell, Sarah Johnson, Madelia Kingman, Maggie T. O'Brien, George A. Brown, James A. Keefe, John Sweeney.

THIRD TERM. — Carrie A. Dean, Josie S. Durgin, Annie S. Hill, Annie P. Palmer, Lizzie F. Swift, Frank H. Baldwin, Willie Dean, Albert Saunders, Emma H. Bodwell, Rebecca F. Cole, George A. Brown, John N. Cole, John Sweeney.

SOUTH CENTRE.

INTERMEDIATE DEPARTMENT.

FIRST TERM. — John N. Cole, Rebecca F. Cole, Ella Gatchell, Gertrude Barnard, Virginia T. Bryant, Timothy Callahan, Charles C. Dean, Lewis Woodbridge.

SECOND TERM. — Timothy Callahan, Charles C. Dean, Patrick Hannan, Mary S. Stone, Lewis Woodbridge, Mary E. Blood, Annie E. Bradshaw, Daniel Collins, Angie M. Gatchell, Jeremiah Mahoney, Mabel F. Smith, Joseph Sullivan.

THIRD TERM. — Charles C. Dean, Lewis M. Woodbridge, Jeremiah Mahoney, Daniel Collins, Patrick Hannan, Wilfred M. Burt, John Donovan, Mabel F. Smith, Annie E. Bradshaw.

PRIMARY DEPARTMENT.

FIRST TERM. — Mabel F. Smith, John Donovan, Joseph Sullivan, Charles Cullinane, Cornelius Sullivan, Delia Crowley, George W. Cole, Warren L. Johnson, Albert Gillen.

SECOND TERM. — Annie E. Currier, Maggie Sweeney, Delia Crowley, Mary E. Trulan, Hattie L. Johnson, Peter Abercrombie, Warren L. Johnson, John Hurley, Albert E. Hulme.

THIRD TERM. — Nellie Marooney, Delia Crowley, Maggie Donovan, Isaac H. Clark, Warren L. Johnson, Willie L. Frye.

VILLAGE.

INTERMEDIATE DEPARTMENT.

FIRST TERM. — Alfred Byers, Henry Duval, John Gibson, Joseph Thompson, Lizzie Buchan.

SECOND TERM. — Alfred Byers, Henry Duval, John Gibson, Thomas Gibson, John McManers, Robert Muir, Bella Bowman, Annie Callange, Mary Driscoll, Mary Robinson, Lizzie Buchan, Agnes Duval, John Scott, Katie O'Brien

THIRD TERM. — Alfred Byers, Henry Duval, John Scott, James Daley, Arthur O'Connell, Joseph Thompson, Agnes Duval, Mary Robinson, David McIntosh.

PRIMARY DEPARTMENT.

FIRST TERM. — Georgiana Bruce, Mary Driscoll, Eliza Hull, Lizzie Johnson, Marjory Lowe, Jane A. Lowe, Fannie Meldrum, Jennie Middleton, Lottie McIntosh, Agnes McIntosh, Mary Robinson, Annie Scott, Agnes Duval, Jemima McIntosh, Thomas Gibson, Colin Christie, James McKenzie, Walter Souter, John Ednie, Joseph Bacon.

SECOND TERM. — Georgiana Bruce, Susan Bruce, John Bacon, James Duval, Andrew Gibson, Eliza Hull, Marjory Lowe, Jemima McIntosh, Frank McManus, Willie Robinson, Walter Souter.

THIRD TERM. — Georgiana Bruce, Bella Bowman, Lizzie Johnson, Jemima McIntosh, Frank McManus, Patrick Sands, Walter Souter.

PHILLIPS.

FIRST TERM. — George Carpenter, Nellie Cunningham, Delia Kingman, James Nolan.

SECOND TERM. — Fred Kingman, Fred Richardson.

THIRD TERM. — George Higgins, Willie Higgins, Fred Kingman.

HOLT.

FIRST TERM. — Phillip Hyam, Freddie Harnden, Frank Jenkins.

SECOND TERM. — None.

THIRD TERM. — None.

SCOTLAND.

FIRST TERM. — Alice Bancroft, Ella Eaton.

SECOND TERM. — Ella Eaton.

THIRD TERM. — None.

BALLARD VALE.

SENIOR DEPARTMENT.

FIRST TERM. — Laura L. Gile, Cora E. McNeil, Mary A. Riley, Mary J. Smith, Lawrence Riley.

SECOND TERM. — Eliza A. Winton, William Shaw, David Shaw.

THIRD TERM. — Thomas G. Howell, William Shaw, Anna M. Morrison.

INTERMEDIATE DEPARTMENT.

FIRST TERM. — Lucy A. M. Hayward, Thomas G. Howell.

SECOND TERM. — Mary E. Little, Lucy A. M. Hayward, Katie Riley, Daniel H. Poor.

THIRD TERM. — Harry C. Greene, Nellie Caffrey, Carrie M. Morris.

PRIMARY DEPARTMENT.

FIRST TERM. — John T. Conway, John Matthews, Daniel H. Poor, John Riley, Hannah Hudson, Belle Mears, Thomas W. Winton.

SECOND TERM. — Freddie Butterworth, John T. Conway, Howard Durrah, John Little, John Matthews, Thomas W. Winton, Mary E. McGowen, Nellie F. McAllister, Annie McAllister.

THIRD TERM. — Jennie S. Clark, Faith E. Rushworth, Harry Ashness, John T. Conway, George W. Morris, John H. Matthews, Albert E. Morris, Thomas W. Platt, Thomas W. Winton.

FRYE.

SENIOR DEPARTMENT.

FIRST TERM. — Joseph Abbott, Lottie Donald, Arthur Hill, Willie Leitch, Mary Morrison, Willie Morrison, Minnie Poor.

SECOND TERM. — Marietta L. Abbott, Annie A. Barnes, Minnie W. Poor, Charles W. Brown, Arthur Hill, Maurice Donahue, Walter W. Gillespie, Patrick Donahue, Willie H. Morrison.

THIRD TERM. — Isabella Kinley, Willie Morrison, Mary Morrison, Charles W. Brown, Lizzie Phillips, George L. Stott, Marietta Abbott, Lincoln Poor, Annie A. Barnes.

PRIMARY DEPARTMENT.

FIRST TERM. — Agnes Brown, Frank Donahue, Maggie Craig, John L. Morrison.

SECOND TERM. — Sarah A. Birnie, Frank Donahue, Charles W. Dodson, John A. Leitch, Minnie Lindsey, John L. Morrison, Laura A. Spence, Carrie L. Stott, James Lindsey, Charles Thorn.

THIRD TERM. — Agnes Brown, Sarah A. Birnie, George W. Dodson, Charles W. Dodson, Frank Donahue, Bertie Hill, John A. Leitch, Minnie Lindsey, John L. Morrison.

WEST CENTRE.

FIRST TERM. — Clara R. Boynton, Hattie L. Russell, Frankie B. Holt, Johnnie E. Holt, James J. Murphy, Warner S. Richards.

SECOND TERM. — Clara R. Boynton.

THIRD TERM. — Georgie A. Brown, Frankie B. Holt, Ella L. Kendall.

OSGOOD.

FIRST TERM. — James Driscoll, Josie Driscoll, Michael Driscoll.

SECOND TERM. — Lilla E. Bailey, Charlie Bailey.

THIRD TERM. — Lilla E. Bailey, Charlie Bailey, Freddie Batcheller, Lizzie Harrington, Willie Bailey.

BAILEY.

FIRST TERM. — Emma Hardy, Freddie Hardy.

SECOND TERM. — Emma Hardy, Freddie Hardy, Eddie Hardy.

THIRD TERM. — Frank E. Bailey, Nellie Boutwell, Eddie Boutwell, Freddie S. Boutwell, Sophronia Hardy, Freddie Hardy, Eddie Hardy.

NORTH.

FIRST TERM. — None.

SECOND TERM. — None.

THIRD TERM. — Eddie F. Toye.

ABBOTT.

FIRST TERM. — Willie F. Barker.

SECOND TERM. — Alphonso A. Bailey, Henry H. Bailey Willie F. Barker, Frank R. Runals, Willie G. Wardwell.

THIRD TERM. — None.

TABULAR

SCHOOLS.	TEACHERS.	Number of Terms.
CENTRAL GRAMMAR:	M. Abbie Whitehouse (Prin.), -	3
	Katie W. Cooke (1st Assist.), -	3
	Laura F. Pasho (2d Assist.), -	3
SOUTH CENTRE, Intermediate:	Clara E. Clement, - - - - -	3
Primary:	Frances E. Chandler, - - - - -	3
	Sara F. Jones (Assist.), - - - - -	3
VILLAGE, Intermediate:	Annie L. Locke, - - - - -	3
Primary:	Mary F. Merrill, - - - - -	3
	Ella F. Merrill (Assist.), - - - - -	3
PHILLIPS:	Hattie P. Hervey, - - - - -	2
	Lizzie B. Abbott (Assist.), - - - - -	2
	Lizzie B. Abbott (Prin.), - - - - -	1
	Augusta S. Tenney (Assist.), - - - - -	1
HOLT:	Anna M. Stoodley, - - - - -	3
SCOTLAND:	Fannie E. Callahan, - - - - -	1
	Jessie F. Greene, - - - - -	1
	Hortense L. Crowninshield, - - - - -	1
BALLARD VALE, Senior:	H. Maria Richardson, - - - - -	3
Intermediate:	Julia M. Browne, - - - - -	3
Primary:	Mary F. Browne, - - - - -	3
FRYE, Senior:	Mary E. Gile, - - - - -	1
	Carrie B. Holt, - - - - -	2
Primary:	Mary E. Jones, - - - - -	3
WEST CENTRE:	Lucia G. Merrill, - - - - -	3
OSGOOD:	Abbie F. C. Burt, - - - - -	3
BAILEY:	Fannie A. Hardy, - - - - -	3
NORTH:	Hannah M. Bixby, - - - - -	3
ABBOTT:	Jennie L. Smith, - - - - -	3

* N.B.—These rates of salary are paid for the school year of thirty-six weeks.
teachers were paid their average rate

STATEMENT.

Salary per Year.	Largest Number.	Equated Number.	Attendance,		Neither Absent nor Tardy.	Number under 5 years of age.	Number over 15 years of age.
			Average.	Per cent.			
*							
\$800 360 300	102	96	87	90	16	0	16
360	44	42	35	85	10	0	0
360 180	86	76	61	81	8	3	0
360	40	39	33	84	10	0	0
360 180	70	69	56	81	13	0	0
360 180 360 180	59	57	41	73	3	1	1
360	22	16	12	74	1	3	0
324 324 324	28	24	20	85	1	0	3
360	38	34	30	89	4	0	9
360	45	36	31	85	3	0	0
360	84	76	64	85	9	6	0
360 360	34	30	25	84	8	0	2
360	56	51	45	87	8	7	0
360	24	21	19	88	3	1	2
360	21	18	16	87	4	0	3
360	31	28	23	82	4	2	6
300	14	13	11	90	1	0	0
300	11	10	9	93	1	0	0

During the past year the schools were kept open thirty-eight weeks, and the of salary per week for the two additional weeks.

ORGANIZATION OF SCHOOL COMMITTEE
FOR 1874-75.

Henry S. Greene, Chairman.	Term expires, 1876.
Samuel H. Boutwell, Secretary.	Term expires, 1875.
Francis H. Johnson, Auditor.	Term expires, 1877.

Sub-Committees on :

Central Grammar, South Centre, and Village Schools,
Francis H. Johnson.

Phillips, Scotland, Holt, and Vale Schools, Henry S.
Greene.

Frye, West Centre, Osgood, Bailey, Abbott, and North
Schools, Samuel H. Boutwell.

REPORT

OF THE

SCHOOL COMMITTEE

OF THE

TOWN OF ANDOVER,

FOR THE YEAR 1874-75.



ANDOVER:
PRINTED BY WARREN F. DRAPER.
1875.

REPORT OF SCHOOL COMMITTEE.

THE school year which has just run its course marks one more revolution of our educational machine, with, as we believe, about the average results. There have been no important changes either in the prescribed course or in the administration of the schools. Most of the teachers have continued in their places, and have pursued, in the main, the methods of former years. These methods we believe to be, generally speaking, good ones. And though a great variety of changes are at the present time advocated in the educational world, and in many cases are being put in practice, we do not as yet see our way clear to recommend the adoption of any material innovation. At the same time the Committee are alive to the fact that the present system has defects.

Some of our schools labor heavily with the weight of disabilities which they see no way of shaking off. The most serious of these is irregularity of attendance. We do not now refer to the absences enforced on young children by a severe season or the prevalence of sickness in a neighborhood. The past winter has been one of very great irregularity from these causes, which are beyond our control. The most discouraging class of absentees from our graded schools is that which at stated periods drops out altogether from the course, exchanging the school for the mill or the farm. It will readily be seen how difficult it must be for a graded school to carry out its plan with any great measure of success when some of the pupils attend all the time, and some only half. It is probably true that some are obliged to be thus absent; and if so, they are the very ones — from the fact of

their inability to obtain any other than public instruction — whose needs we should be careful to provide for. A system of half-time schools, which has been successfully tried in some places in Europe, has been proposed in this country. It is possible that where there is a much larger manufacturing population than in Andover such a plan might be carried out to advantage, but for us it is out of the question. Nor do we at present see any way but to carry the load, and labor by discreet management to make the evil as light as may be.

Surprise and dissatisfaction are often expressed not only by pupils, but by parents, when the former have to be dropped from a class through inability to go on with it. But it must be manifest that regularity and proficiency are necessary conditions of advance. While there will always be a considerable difference in the capacity and industry of the members of classes, and the toleration of some who lag behind, yet we must insist on the attainment of a certain average of excellence. A class should not be kept back or have its tone depressed by the weight of one or two who cannot, or will not, advance with it. Again, the fear of being left behind is the only safe stimulus we have to apply to those who are not disposed to make the proper effort. Whipping, however useful as a means of discipline in cases of disobedience, is not to be thought of as an incentive to study; and keeping after school hours is, in many cases, undesirable both for teacher and pupils.

The *method* of teaching in our schools, of which we have in general terms expressed our approval, is yet, in most cases, capable of great improvement. It is vain to look for the best results of education in any school where the whole attention of the teacher is given to the hearing of recitations. Our text-books are valuable assistants; but if we confine ourselves to these, many of the studies gone over will do little more than leave in the mind odds and ends of information, half remembered, not half understood, and that stand in no relation whatever to anything else. Much time should be given

to amplifying the text of the book in the way of explanation and illustration. The keeping up of the mental appetite of young scholars depends largely on the extent to which they are able to digest the food given them. The mind experiences a sensation of delight in grasping and understanding a new thought, and there is a strong incentive to seek the repetition of an agreeable sensation, even at the expense of preliminary effort. The performance, on the other hand, of a mental task that does not move the intelligence has, on a large class of minds, a dulling and wearying effect. The daily lesson is approached with no alacrity; it is a thing which *must* be done, and is pleasant only as a trial past. It is just as impossible for a teacher to keep up a healthy interest in her work when her mind is not stimulated by the effort to supplement the words of the book, and to lead the pupil's mind into proper relations to the thought it is expected to receive.

Now there are a variety of circumstances which tend to reduce this kind of instruction to the smallest allowance in many of our schools. The chief of these is, unquestionably, the tendency, which every one has experienced at times, to fall into ruts in the performance of duties which have to be attended to at stated and oft-recurring intervals,—a tendency which all teachers who have any ambition in their calling will fight against. But the success of such fighting will not be too well insured or too complete when all the conditions which contribute to it are complied with. One of the heaviest drawbacks young teachers have to contend with is the lack of a perfect familiarity with, and thorough training in, the branches they are expected to teach. This lack is not to be charged to their youth, nor to the absence of earnest endeavor to make the most of their opportunities; but to the fact that their education has been too general in its character.

It is the desire of the Committee to supply the schools with the very best teachers they can find; and theoretically they allow nothing to influence them except the qualifications of the individuals applying. In practice, however, nearly all the schools are taught by residents of the town.

A number of our young ladies graduate every year from the Punchard Free School who have in view, for a time at least, the occupation of teaching. And it is certainly desirable, other things being equal, that their applications for schools should have the preference when vacancies are to be filled. But, even if other things are not equal, the situation is such as to render it morally certain that the teachers of the town will for the most part be chosen from these graduates, and that the excellence of our schools will, as in years past, depend largely on the quality of this home-made teaching material. The Committee are aware that the Punchard School cannot do for its pupils all that a normal school could do. Yet, if by the formation of special classes, or by the lengthening of the course for those who are expecting to teach, or by dropping some of the studies which are pursued only with a view to general culture for a more thorough training in those which will be of immediate use, it could send out graduates more fully prepared to give instruction in the branches taught in our primary and intermediate schools, it would be doing a double service to the town.

The two branches in which there is the most need of additional instruction are geography and reading. Geography and elementary history, which should always be taught together, are capable of being made most attractive to young minds; yet in practice they are often the most wearisome studies. The instruction contained in our text-books on these subjects is necessarily very condensed. It is put in such a form that the scholars can commit it to memory. The study of the map, also, is largely an exercise of the memory. Now, if geography is taught by itself and very little or no information is added to stimulate the attention and rouse the imagination of the child, this work of lodging a number of dry facts in the memory will be comparatively one of little profit. It is like sowing musty seed in virgin soil. Some of it may germinate; but taking the result as a whole, it has been a great waste of time and labor. No one can teach this branch to advantage who has not given very

special attention to it, and that too with a view to communicating knowledge to others. In saying that elementary history should be taught with geography, we do not mean that it would be desirable to introduce any historical textbook into primary schools, but that the teacher should have pursued the two as associated studies, and should be prepared to bring to the aid of geography so much of history as will serve to imbed and hold its facts. The two studies have a natural affinity for each other; and we know that the mind is made to retain facts and ideas mainly by virtue of association. The time and attention given by a teacher to perfecting herself in these two branches ought not, we think, to be grudged, even if it should preclude the possibility of an early introduction to some other studies. For, as a means of general culture, no studies will contribute more to widen the range of intellectual interest, or serve better the purposes of a mental stimulant.

In the matter of reading, very few of those who present themselves as candidates for our schools are up to the standard which we ought to expect; and the Committee feel that the amount of instruction given, as well as the degree of progress made in this branch is very much less than it should be. Time enough is expended upon it; but, after a class has graduated from the Third Reader, it is often time mispent. It is not unfrequently our experience that the advanced class in a school reads less well than one that has just got beyond the stage of spelling the words aloud. After the ability to read with a certain rapidity had been attained, the continuance of the exercise by this class has resulted mainly in the confirming of bad habits. The fact would seem to be, that many who try to teach the science of reading have never given any very serious attention to training themselves in it, and that they consequently have but a slight appreciation of its importance.

There are other conditions which interfere with the securing of the best results from the efforts of our teachers. Some of our schools are much too large — so large that there is

little chance for the teacher to do more than hear recitations. We ought not to allow a teacher to be discouraged by having more children under her care than she can attend to ; yet, until a much needed improvement in the matter of school-houses is made, we cannot provide properly for the increasing number of children in the Centre District. The Committee are encouraged to hope that this improvement is near at hand, from the fact that the initiatory step toward securing a suitable lot of land for building purposes has already been taken by the Town. The rooms now occupied by the Grammar, South Centre Primary, and Phillips schools are altogether inadequate to their needs ; and there is no question but that these schools suffer materially from this want of suitable apartments.

REPORT OF THE SEVERAL SCHOOLS.

CENTRAL GRAMMAR, SOUTH CENTRE, AND VILLAGE SCHOOLS.

THE Grammar School, which has continued under the care of Miss Whitehouse, Miss Cooke, and Miss Pasho, has done another year's good work. It is the desire of the Committee and of the teachers in this school to achieve something more than has been done in the past, in the direction of composition writing. There is no reason why the graduates from the Grammar School should not have learned to express themselves with a good degree of proficiency in writing. Much time and labor is bestowed in gaining a theoretical knowledge of English grammar, but heretofore very little attention has been paid to developing this knowledge into a practical acquisition. No exercise is so quickening to the mind, and at the same time so corrective of loose and vague impressions, as that of composition; yet we believe that this part of education is, as a rule, delayed far too long. Many of the pupils of the Grammar School complete their book-education with its course; and, if they leave it with an embarrassing dread of putting pen to paper, this dread is likely to haunt them the rest of their lives. It is important that some kind of drill in composition should begin, at least, as early as the study of grammar, and that it should be pursued, not as an occasional and outside exercise, but either as a daily or a semi-weekly one. It is not necessary for this training that formal compositions should be written. A little book, entitled "Elements of the English Language," has been introduced into the second and third classes, by the aid of which they are twice a week put through a drill ex-

ercise in the formation of sentences. The result has been encouraging in two ways. The scholars have generally been interested in it, thus showing that it is not beyond them; and second, they have demonstrated beyond a doubt the *need* of such an exercise for securing a serviceable knowledge of grammar, spelling, and composition.

Miss Carter, who for many years has given instruction in music with satisfactory results, has this year been obliged to retire, on account of ill health. The Committee regretted exceedingly the necessity which deprived them of her services; but were fortunate in being able to fill the place with so good an instructor as Mr. Murray. Much interest is shown in this branch by nearly all the pupils; and we can heartily recommend a visit to the singing exercise, for all who enjoy listening to a chorus of fresh, young voices. We would say in this connection, that it is important for all who wish to avail themselves of the Grammar School instruction to apply at the beginning of the course, or at the latest, at the beginning of the second year. Pupils cannot, either with advantage to themselves or to the school, come in at the beginning of the third year.

The South Centre Intermediate, which a year ago came into the hands of Miss Parker in good condition, has not, so far as the present Committee are able to form an opinion, suffered by the change. The school is well governed; and there is every indication that the class of twenty-two, graduating this year, will prove fully up to the standard of former years in its examination for the Grammar School.

The Abbott Village Intermediate is one of the schools that suffers most from the kind of irregularity deplored in the general remarks. But we can say that Miss Locke has displayed great perseverance and patience in dealing with this element, and that the school has steadily improved under her charge. The class graduating this year numbers eleven pupils, most of whom are expecting to apply for admission to the Grammar School.

Both the Primary Schools show a very unsatisfactory reg-

ister for the Winter Term ; but this is easily accounted for by the unusual severity of the season. These schools are not easy ones to teach. Indeed, we believe that none present greater difficulties, or call for more skill and constant effort on the part of their teachers. It is a great mistake to have them very large. Young children are naturally restless, and it is impossible for them to study continuously for any great length of time. If the number in a primary school does not exceed forty, the interruptions to a teacher while hearing her classes will be very frequent ; and, as there are always a few who require special assistance and encouragement to keep them along, the amount of attention she will be able to give to each one will be quite small enough. The South Centre Primary, taught by Miss Chandler and Miss Jones, assistant, has for a long time been too large. This year it has opened with ninety-nine on its register. The seats, which cover the floor—some of them in undesirable proximity to the stove—are filled ; the settees on a line with the teacher's desk are filled ; the atmosphere—to a degree that must be prejudicial to health and mental activity—is filled with the carbonic acid exhaled from so many pairs of lungs. There is every reason why this school should be divided into two, instead of remaining under one teacher and a two-thirds-time assistant. Such a change will, perhaps, be made this year ; though the present assistant's room is quite too small for the purpose.

The Primary Department of Abbott Village, under Miss Merrill and Miss Ella F. Merrill, assistant, suffers quite as much as the Intermediate from regular irregularity. If the parents of this district could appreciate what an injury they are inflicting on their children by frequently interrupting the early stages of their training, they would surely make a great effort to reform their practice in this matter. Those who leave for several months every year lose not only the time that they are away ; they lose the habit of study, they lose by forgetting, and, what is still worse, they are apt to lose all heart and interest in the work. The necessity of

continuing for a long time in classes with those who are much younger than themselves, and seeing year after year those with whom they began, passing to the higher classes of the intermediate while they are still in the primary department, is discouraging to a degree that must often result in permanent injury. As has been suggested by one of the teachers in this district, it would be a great economy, even from a pecuniary point of view, if those who are expecting to work in the mill would continue straight on till they have completed one year in the Grammar School. This would still permit them to begin work at a very early age. And they would have not only a better education, but more courage for any kind of work, than they can have by attending school a much longer time at intervals.

BALLARD VALE SCHOOLS.

These schools are well graded. They have been under the instruction of their former teachers. These teachers have attended to their duties in a satisfactory manner.

The Grammar Department has been managed successfully; showing obvious advance in arithmetic, grammar, history, and geography. Reading and spelling have been faithfully attended to. The general exercises were attended with interest, and a successful method of discipline and instruction was adopted. The school-room was kept in order, and the furniture uninjured; thus teaching the pupils neatness and care. The teachers have endeavored to cultivate habits of self-control in the pupils. Good order prevailed in entering and leaving the school-room.

The Intermediate Department has fully sustained its former good character, and is in a prosperous condition. The work of instruction has been prosecuted with excellent results. The pupils are interested in their studies. Improvement in all the different branches taught here is marked and praise-

worthy. The singing by the pupils was good, and much enjoyed by all present.

Much patient labor was bestowed in the Primary Department. The teacher exercised great care over her pupils, and found a ready way to their hearts. She knew how to vary her duties so as to meet the wants of her little ones. She had a sincere interest and love to all her pupils; and the even gentleness of her quiet spirit infused cheerfulness and inspired her pupils with a love for school life.

PHILLIPS SCHOOL.

This school has been continued under the care and instruction of the same teachers. They have proved themselves faithful and successful. The order was good, and the recitations in the various studies were ready and thorough. Penmanship evinced skill and practical progress. The school-room was pleasant and the children happy. The influence of both teacher and assistant was most happy upon the school. All the exercises were enlivened by singing.

HOLT SCHOOL.

The same teacher was retained through the year. The school at times was quite small; but the teacher gave more time to each pupil, and consequently they have made commensurate improvement in their studies. All obey as if they loved their teacher. Parents and teacher worked harmoniously together to encourage their children in their studies and self-respect.

SCOTLAND SCHOOL.

It has been under the care of teachers of energy and broad culture. They manifested a sincere love for their work. They desired to impart the best instruction to their pupils. They made special preparation on all their lessons, and were able to make the recitations interesting and profitable. The

interest of the pupils in learning was evinced by the regularity of their attendance. They were inspired to feel that school time was too valuable to be lost, and that an intelligent and virtuous character is a most noble possession.

WEST PARISH SCHOOLS.

The schools of the West Parish have met with an average share of success during the year. While we cannot conscientiously report that all have come up to our highest expectations; yet it gives us pleasure to acknowledge faithful service on the part of most of our teachers, with gratifying results. Some have labored hard, and have appeared much interested in their work, but have failed to interest and awaken a kindred spirit in their pupils. Consequently, the schools under their charge have evinced a want of thoroughness in their studies, a restlessness under wholesome restraint, a careless and indifferent manner of recitation; in fact, a good deal of the "I don't care" manifests itself in every movement. Where this state of things exists, it is useless to expect much real progress in a school.

Happily, instances of this kind are not numerous. But it will not be out of place here to remark, that it is the duty of every teacher, when she finds her school in the condition above described, to stop at once, and ask herself the cause. It may be a lack of proper discipline. Order in school is an absolute necessity. The only question is how to obtain and maintain it. A teacher should have some definite view of her own of what is needful to require of her pupils. And whatever *is* needful, let her insist upon it with firmness. Let her assume and maintain a dignity and reserve, both in and out of school, which shall command the respect of her pupils. Let her approach the children with that frankness and friendliness of demeanor and expression which shall gain their confidence and esteem; at the same time giving

them to understand that she is mistress of the situation, and has a lawful right to expect and insist upon implicit obedience.

Where obedience, which is the offspring of respect and confidence, is secured, a teacher with average abilities and aptness to teach will invariably meet with commendable success.

Other causes, aside from that of government, may lessen the usefulness of a teacher. A want of experience in imparting knowledge to the minds of the young may lead some to suppose that a naked statement of facts can be grappled by the scholar and understood; whereas, the teacher should be so conversant with the subject-matter as to be able from her own resources to illustrate and render attractive that which she desires to teach, and which the scholar too often regards as dry and unmeaning.

It so happens that in nearly every school of average size there are more or less of those who are termed by the teachers "dull scholars"; and frequently complaint is made to the effect that they greatly hinder the progress of the other members of their classes. While this, we are willing to admit, is true, yet we are prompted to caution teachers, lest, through impatience and thoughtlessness, they should discourage such scholars by taunting them for that for which they may not be to blame.

The Committee have allowed teachers, who from long service have impaired their health, to rest a term,—filling their places the meanwhile as best they could, with the understanding that they should return when strength would permit. Teachers have availed themselves of this privilege in the Bailey and Osgood districts without serious detriment to the schools.

Reading has received too little attention in most of our schools. The Committee are aware that this Parish suffers from the fact that its schools, with one exception, are mixed in character, hence but little time can be given to a single class; yet they would recommend shorter lessons, and more attention paid to the quality of recitation.

The remaining branches have received their usual share of time and study, and decided improvement was manifested at the close of each term. The first and second classes in Written Arithmetic in the Osgood and Bailey schools are worthy of special mention for the ease and rapidity with which they were able to perform and explain examples given them, showing clearly the kind of discipline to which they had been subjected, and also that they had been taken outside the regular routine of the text-book.

The attendance has been nearly the same as in previous years. For the Spring and Fall Terms the registers report nearly ninety per cent of the whole number. The Winter Term will not average over eighty-two per cent.

The school in the North district has the best record of any in town, showing for the Winter Term ninety-six, and an average of ninety-three per cent for the year.

APPENDIX.

SCHOOL STATISTICS.

CENTRAL GRAMMAR.

	1st Term.	2d Term.	3d Term.
Length of School, in weeks,	12	12	14
Whole number,	81	86	81
Average attendance,	75	80	73
Per-centage of attendance,	93	93	91
Over 15 years,	8	0	10
Neither absent nor tardy,	20	30	16

SOUTH CENTRE.

INTERMEDIATE DEPARTMENT.

Length of School, in weeks,	12	12	14
Whole number,	43	41	43
Average attendance,	37	37	35
Per-centage of attendance,	90	90	81
Over 15 years,	0	0	0
Neither absent nor tardy,	10	12	6

PRIMARY DEPARTMENT.

Length of School, in weeks,	12	12	14
Whole number,	85	89	77
Average attendance,	70	80	56
Per-centage of attendance,	82	90	73
Under 5 years,	3	2	2
Neither absent nor tardy,	10	15	0

VILLAGE.

INTERMEDIATE.

	1st Term.	2d Term.	3d Term.
Length of School, in weeks,	12	12	14
Whole number,	39	39	39
Average attendance,	35	35	35
Per-centage of attendance,	90	90	90
Over 15 years,	0	0	0
Neither absent nor tardy,	14	10	7

PRIMARY.

Length of School, in weeks,	12	12	14
Whole number,	82	72	60
Average attendance,	67	63	49
Per-centage of attendance,	82	88	82
Under 5 years,	0	0	0
Neither absent nor tardy,	17	24	5

PHILLIPS.

Length of School, in weeks,	12	12	14
Whole number,	50	47	53
Average attendance,	35	37	43
Per-centage of attendance,	70	79	81
Under 5 years,	1	0	0
Over 15 years,	0	0	0
Neither absent nor tardy,	5	6	6

HOLT.

Length of School, in weeks,	12	12	14
Whole number,	22	26	12
Average attendance,	17	20	9
Per-centage of attendance,	77	77	75
Under 5 years,	1	1	0
Over 15 years,	0	0	1
Neither absent nor tardy,	0	1	1

SCOTLAND.

	1st Term.	2d Term.	3d Term.
Length of School, in weeks,	12	12	14
Whole number,	22	22	20
Average attendance,	18	20	15
Per-centage of attendance,	82	91	75
Under 5 years,	1	0	0
Over 15 years,	0	0	1
Neither absent nor tardy,	1	0	1

BALLARD VALE.

SENIOR.

Length of School, in weeks,	12	12	14
Whole number,	39	31	47
Average attendance,	30	25	38
Per-centage of attendance,	77	81	81
Over 15 years,	1	0	0
Neither absent nor tardy,	4	1	0

INTERMEDIATE.

Length of School, in weeks,	12	12	14
Whole number,	38	38	34
Average attendance,	30	31	28
Per-centage of attendance,	79	82	82
Over 15 years,	0	0	0
Neither absent nor tardy,	1	4	0

PRIMARY.

Length of School, in weeks,	12	12	14
Whole number,	65	80	54
Average attendance,	52	67	43
Per-centage of attendance,	80	84	80
Under 5 years,	3	2	2
Neither absent nor tardy,	0	11	2

FRYE.

SENIOR.

	1st Term.	2d Term.	3d Term.
Length of School, in weeks,	12	12	14
Whole number,	25	26	30
Average attendance,	20	22	25
Per-centage of attendance,	80	85	83
Over 15 years,	0	0	1
Neither absent nor tardy,	7	9	4

PRIMARY.

Length of School, in weeks,	12	12	14
Whole number,	57	51	39
Average attendance,	51	46	29
Per-centage of attendance,	89	90	74
Under 5 years,	4	0	0
Neither absent nor tardy,	13	14	3

WEST CENTRE.

Length of School, in weeks,	12	12	14
Whole number,	20	28	26
Average attendance,	18	23	20
Per-centage of attendance,	90	82	77
Under 5 years,	1	0	0
Over 15 years,	0	0	2
Neither absent nor tardy,	3	6	0

OSGOOD.

Length of School, in weeks,	12	12	14
Whole number,	21	22	18
Average attendance,	18	20	14
Per-centage of attendance,	86	91	78
Under 5 years,	2	0	0
Over 15 years,	0	0	2
Neither absent nor tardy,	2	3	0

BAILEY.

	1st Term.	2d Term.	3d Term.
Length of School, in weeks,	12	12	14
Whole number,	28	27	25
Average attendance,	22	23	22
Per-centage of attendance,	79	85	89
Under 5 years,	3	4	1
Over 15 years,	3	1	1
Neither absent nor tardy,	4	3	1

ABBOTT.

Length of School, in weeks,	12	12	14
Whole number,	8	8	7
Average attendance,	7	7	6
Per-centage of attendance,	85	90	85
Under 5 years,	0	0	0
Over 15 years,	0	0	0
Neither absent nor tardy,	1	0	0

NORTH.

Length of School, in weeks,	12	12	14
Whole number,	15	13	12
Average attendance,	14	12	11½
Per-centage of attendance,	90	90	94
Under 5 years,	0	0	0
Over 15 years,	2	0	0
Neither absent nor tardy,	4	2	1

PUPILS WHO HAVE NOT BEEN ABSENT OR TARDY IN THE SEVERAL TERMS.

GRAMMAR SCHOOL.

FIRST TERM.—Annie L. Bell, Carrie A. Dean, Josephine S. Durgin, Annie S. Hill, Nellie E. Keefe, Annie P. Palmer, Lizzie F. Swift, L. Rebecca Smith, Butler W. Firman, Eugene L. Jefferson, Walter H. Lewis, James W. Leitch, Bertie F. Shannon, John D. Grace, Martha G. Abbott, Lucinda M. Anderson, Flora L. Clough, Albert F. Saunders, Emma F. Bodwell, Ella R. Getchell, George A. Brown.

SECOND TERM.—Lucinda M. Anderson, Flora L. Clough, Katie Donovan, Willie J. Dean, Frank Holt, Patrick Keefe, Charles H. Putman, Greenough W. Thayer, James White, Emma F. Bodwell, Katie M. Burnham, Rebecca F. Cole, Ella R. Getchell, Katie Howard, Lizzie A. Tyler, George A. Brown, Fred W. Manning, Fred H. Parker, John Sweeney, Mary Nolan, Mary S. Stone, William H. Brown, William Barry, Timothy Callahan, Peter J. Donovan, Henry Duval, John McManus.

THIRD TERM.—Katie Donovan, Willie J. Dean, William Pingree, Albert F. Saunders, Martha C. Goff, George A. Brown, John Sweeney, Harry M. Brown, Edward H. Chandler, Timothy Callahan, Henry Duval, Charles C. Dean, Peter J. Donovan, Lewis M. Woodbridge, Frank Mason, John A. Murray.

SOUTH CENTRE.

INTERMEDIATE DEPARTMENT.

FIRST TERM.—Annie Bradshaw, Willie H. Chandler, Edward Chandler, Charles C. Dean, Patrick Hannan, William A. Foster, Mary S. Stone, Mable F. Smith, Louis Woodbridge, Harry Wilbur.

SECOND TERM,—Millie Abbott, Annie E. Bradshaw, Willie H. Chandler, Dennis Cary, Annie E. Currier, Angie Getchell, Cora Holt, Dennis Murphy, Bertha Pasho, Alice M. Rea, Mable F. Smith, Jeremiah Mahoney,

THIRD TERM.—Annie Bradshaw, Willie H. Chandler, Nellie Marooney, Bertha Pasho, Mabel F. Smith, Maggie Sweeney.

PRIMARY DEPARTMENT.

FIRST TERM. — Alice M. Rea, Maggie Sweeney, Maggie Donovan, James Donovan, John Hurley, Warren L. Johnson, Isaac H. Clark, Willie L. Frye, James Nolan, Delia Crowley.

SECOND TERM. — Florence I. Rowley, Clara J. Baldwin, Hattie E. Jaques, Jessie Brown, Maggie Donovan, Delia Crowley, Julia Collins, Alice C. Dean, George M. Dean, John G. Brown, George W. Cole, James Donovan, Willie L. Frye, Daniel Hurley, Henry Sweeney.

VILLAGE.

INTERMEDIATE DEPARTMENT.

FIRST TERM. — Mary Driscoll, Joseph Bawn, Christine Cassels, Henry Duval, Katie O'Brien, David O'Connell, John McManus, Ellen McIntosh, Jane McMahon, Willie Quinley, Mary Robinson, Bernard Sands, James Smith, Lizzie Gleason.

THIRD TERM. — David O'Connell, Arthur O'Connell, Annie Callange, Jennie Middleton, Mary Robinson, Mary Driscoll, John Muir.

PRIMARY DEPARTMENT.

FIRST TERM. — Georgiana Bruce, Susan Bruce, Maggie Buchan, David Ednie, Lizzie Gibson, Bennie Henry, Lizzie Johnson, John Daley, Marjory Lowe, Jemima McIntosh, Frank McManus, Willie Robinson, Alexander Rogers, Patrick Sands, Walter Souter, Joseph Souter, John Ednie.

SECOND TERM. — Georgiana Bruce, Susan Bruce, Maggie Buchan, Nellie Buchan, Willie Bowman, Bennie Henry, Lizzie Johnson, John Daley, Marjory Lowe, Jane A. Lowe, James Duval, Willie Robinson, Alexander Rogers, Jamie Driscoll, Mary Smith, Joseph Souter, John Ednie, Robert Watson, John Collins, James Hull, Eliza Hull, Stella Johnson, Joseph McManus, John Quigley.

THIRD TERM. — Susan Bruce, Marjory Lowe, Willie Robinson, Alexander Rogers, Joseph McManus.

PHILLIPS.

FIRST TERM. — Ellen Kingman, Freddie Kingman, Frank Mason, Lulu Mason, Georgie Higgins,

SECOND TERM. — Georgie Higgins, Fred Kingman, Carrie Manning, Willie Timlin, Oscar Timlin, Nora Williamson.

THIRD TERM. — Nellie Cunningham, Carrie Manning, John Bennett, George Higgins, Fred Kingman, James Nolan.

HOLT.

FIRST TERM. — Helen E. Abbott, Mary Holt.

SECOND TERM. — Fred C. Harnden.

THIRD TERM. — Perley Woodbridge,

SCOTLAND.

FIRST TERM. — Ella A. Eaton.

SECOND TERM. — None.

THIRD TERM. — Frank L. Holt.

BALLARD VALE.

SENIOR DEPARTMENT.

FIRST TERM. — Annie E. Jones, Annie M. Morrison, Mary A. Ryley, Florence Ryley.

SECOND TERM. — Carrie E. Raynor.

THIRD TERM. — None.

INTERMEDIATE DEPARTMENT.

FIRST TERM. — George W. Morris.

SECOND TERM. — Bertie Poor, Nellie Caffrey, Annie O. S. Clements, Prudence Fellows.

THIRD TERM. — Thomas Caffrey.

PRIMARY DEPARTMENT.

FIRST TERM. — Harry Ashness, Eddie Daily.

SECOND TERM. — Freddie Butterworth, Mathews Caffrey, Maynard E. Clemons, Eddie M. Fessenden, John H. Matthews, Albert E. Morris, Thomas W. Winton, John T. Conway, Josephine E. McManus, Mary R. C. Parker, Agnes Winton.

THIRD TERM. — Matthew Caffrey, Josephine E. McManus.

FRYE.

SENIOR DEPARTMENT.

FIRST TERM. — Joseph Abbott, Annie A. Barnes, Amy F. Battles, Charles W. Brown, Arthur E. Hill, Willie H. Morrison, Minnie W. Poor.

SECOND TERM. — Sarah A. Birnie, Charles W. Brown, George W. Dodson, Walter W. Gillespie, Minnie Lindsay, Willie H. Morrison, Minnie W. Poor, Laura Spence, Arthur E. Hill.

THIRD TERM. — Lincoln Poor, Willie H. Morrison, Charles W. Brown, Charles Barney.

PRIMARY DEPARTMENT.

FIRST TERM. — Sarah A. Barney, Agnes Brown, Clara M. Bell, George W. Dodson, Charles W. Dodson, Frank Donahue, Bertie Hill, David McNabb, Bella McNabb, John Morrison, Minnie Lindsay, Laura A. Spence, Carrie L. Stott.

SECOND TERM. — John Abbott, Agnes Brown, Bella Craig, Charles W. Dodson, Frank Donahue, Clara M. Hardy, John A. Leitch, James Lindsay, Lizzie O'Hara, Mary O'Hara, John Morrison, David McNabb, Annie Stott.

THIRD TERM. — Ellen Donahue, David McNabb, Mary O'Hara.

WEST CENTRE.

FIRST TERM. — Hattie L. Russell, Granville H. Cutler, Nattie A. Cutler.

SECOND TERM. — Emma J. King, Ella S. Smith, Johnnie E. Holt.

THIRD TERM. — None.

OSGOOD.

FIRST TERM. — Fred Batcheller, Mary Harrington.

SECOND TERM. — Lilla E. Bailey, Charlie Bailey, Willie Bailey, M. Lizzie Harrington.

THIRD TERM. — Lilla E. Bailey, Charlie Bailey.

BAILEY.

FIRST TERM. — Freddie S. Boutwell, Cora Flint, Emma L. Hardy, Eddie S. Hardy, Freddie L. Hardy, Hattie Perrin.

SECOND TERM. — Eddie W. Boutwell, Cora Flint, Mable Flint, Freddie L. Hardy.

THIRD TERM. — Emma Hardy.

NORTH.

FIRST TERM. — Mary L. Crowley, Katie Crowley, Eddie F. Toye, Willie Toye.

SECOND TERM. — Nellie L. Toye, Mary F. Bateman.

THIRD TERM. — Nellie L. Toye.

ABBOTT.

FIRST TERM. — Freddie W. Barker.

SECOND TERM. — None.

THIRD TERM. — None.

TABULAR

SCHOOLS.	TEACHERS.	Number of Terms.
CENTRAL GRAMMAR:	M. Abbie Whitehouse (Prin.), -	3
	Katie W. Cooke (1st Assist.), -	3
	Laura F. Pasho (2d Assist.), -	3
SOUTH CENTRE, Intermediate:	Emma L. Parker, - - - - -	3
Primary:	Frances E. Chandler, - - - - -	3
	Sara F. Jones (Assist.), - - - - -	3
VILLAGE, Intermediate:	Annie L. Locke, - - - - -	3
Primary:	Mary F. Merrill, - - - - -	3
	Ella F. Merrill (Assist.), - - - - -	3
PHILLIPS:	Lizzie B. Abbott, - - - - -	3
	Augusta S. Tenney (Assist.), -	3
HOLT:	Anna M. Stoodley, - - - - -	3
SCOTLAND:	Hortense L. Crowninshield, - -	2
	Mary L. Upton, - - - - -	1
BALLARD VALE, Senior:	H. Maria Richardson, - - - - -	3
Intermediate:	Julia M. Browne, - - - - -	3
Primary:	Mary F. Browne, - - - - -	3
FRYE, Senior:	Carrie B. Holt, - - - - -	3
Primary:	Mary E. Jones, - - - - -	3
WEST CENTRE:	Lucia G. Merrill, - - - - -	1
	Eva M. Goodrich, - - - - -	2
OSGOOD:	Jessie F. Greene, - - - - -	1
	Abbie F. C. Burt, - - - - -	2
BAILEY:	Fannie A. Hardy, - - - - -	1
	Gertrude F. Wardwell, - - - - -	1
	Fannie Hammond, - - - - -	} 1
	Lillie Hammond, - - - - -	
NORTH:	Hannah M. Bixby, - - - - -	3
ABBOTT:	Jennie L. Smith, - - - - -	2
	Gertrude F. Wardwell, - - - - -	1

STATEMENT.

Salary per Year.	Largest Number.	Equated Number.	Attendance,		Neither Absent nor Tardy.	Number under 5 years of age.	Number over 15 years of age.
			Average.	Per cent.			
\$844 44 380 00 316 66	86	83	76	92	22	0	15
380 00	43	42	36	87	9	0	0
380 00	89	84	69	82	8	5	0
190 00							
380 00	39	39	35	90	10	0	0
380 00	82	71	60	84	15	0	0
190 00							
380 00	53	50	38	77	6	1	0
190 00							
380 00	26	20	15	76	1	1	1
342 00	22	21	18	83	1	1	1
342 00							
380 00	47	39	31	80	2	0	1
380 00	38	37	30	81	2	0	0
380 00	80	66	54	81	4	4	0
380 00	30	27	22	83	7	0	1
380 00	57	49	42	84	10	4	0
380 00	28	25	20	83	3	1	2
380 00							
380 00	22	20	17	85	2	2	2
380 00							
380 00	28	27	22	84	3	4	5
380 00							
316 66	15	13	12	91	2	0	2
316 66	8	8	7	87	1	0	0
316 66							

ORGANIZATION OF SCHOOL COMMITTEE
FOR 1875-76.

Henry S. Greene, Chairman.	Term expires, 1876.
Samuel H. Boutwell, Secretary.	Term expires, 1878.
Francis H. Johnson, Auditor.	Term expires, 1877.

Sub-Committees on :

Central Grammar, South Centre, and Village Schools,
Francis H. Johnson.

Phillips, Scotland, Holt, and Vale Schools, Henry S.
Greene.

Frye, West Centre, Osgood, Bailey, Abbott, and North
Schools, Samuel H. Boutwell.

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REPORT

OF THE

SCHOOL COMMITTEE

OF THE

TOWN OF ANDOVER,

FOR THE YEAR 1875-76.



ANDOVER:

PRINTED BY WARREN F. DRAPER.

1876.



GENERAL REMARKS.

WHAT good and useful purposes are, or ought to be, served by the education of our young people in the public schools? It is becoming every day a matter of greater importance that we form for ourselves clear conceptions on this subject. The life into which the majority of our young men and women are launched is, in these times, so strenuous, so full of competition, so exacting in its demands, that those who are preparing for the struggle should not have any unnecessary mistakes made for them. They cannot afford to lose any advantage which can possibly be made theirs; much less can they afford to carry an unnecessary weight, fastened upon them by a mistaken training.

Loose notions have been, and still are, prevalent as to the advantages of an education. We continually hear the word education used as if it signified an unmitigated good. There is no objection to so using it if we have a right understanding of what education in its broadest sense means. That is, the development of all the powers in such a way that the individual to whom they belong shall be able to accomplish most perfectly that which he is by nature and circumstances fitted to accomplish. As a fact, however, the word education is commonly used in a much narrower sense. It means, in ordinary phrase, the acquisition of a certain amount of intelligence and mental discipline from books. Education, in this sense, may be useful; it may be quite the contrary. It is useful if it is adapted to the ends which are to be accomplished by it. It is worse than useless if it is not so adapted. What we should aim at in the education of each child is to prepare him to discharge healthily and happily

the duties which will, in the natural course of things, fall to his lot.

The experience of the most enlightened communities has established the belief that a uniform education in certain elementary branches is good for *all* children ; and necessary, not only for their individual advantage, but also for the well-being of the community of which they form a part. Our ancestors, "for the prevention of barbarism," most wisely made an elementary education a part of their system of government. Following in their footsteps, we, by our State laws, oblige all children between the ages of eight and fourteen to attend school at least twenty weeks in each year. The degree of book-education arrived at by the majority of children at the age of fourteen is regarded as sufficient to deliver them from a condition of dangerous ignorance. It is also sufficient to enable them to begin their special course of life education with a good degree of assurance. For the great majority of young people the special course should begin at or near that age.

If a boy is to engage in any industrial pursuit, if he is to become a farmer, learn a trade, enter any department of commercial life, the close of the Grammar-school course should be for him the close of his *general* book education. His special or professional education should proceed from this point, in connection with the active discharge of the duties of his chosen calling. The same is true of girls. If they are to be put in possession of that independence which every American believes to be the condition of happiness, they should from this age give themselves to the acquiring of skill in some useful occupation. The ability to discharge perfectly and with a healthy cheerfulness the various duties of a household is of far greater worth to a girl than the tradition of an acquaintance with the French language, or the recollection that she once studied the roses out of her cheeks and the spring and elasticity out of her frame by conning hard tasks in Latin and Trigonometry. Or if it does not fall to her lot to have charge of a family, a surer source of inde-

pendence will be secured to her by achieving real skill in some industrial pursuit than by completing a prescribed course of study as a pass to the profession of teaching.

We are speaking always of the majority. There will be a certain number of boys and girls, among those who have their own way to make, who can well afford to keep out of active life for a longer time. They are those who, during their Grammar-school course, show that they possess a more than average degree of mental aptitude, and the requisite physical strength, for an advanced book-training. Let them, by all means, be entered for the higher course. There are positions of usefulness and influence to be filled, there are honors to be won, there are fortunes to be made, by those who acquit themselves well. But there are also positions of usefulness to be filled, honors to be won, and fortunes to be made by those who strike off into the paths of active life. Because these latter have not the qualifications for profiting by a continued book-education, it does not follow that they are inferior. Many a boy who is dull at his books will show himself to be quick and able in the affairs of practical life.

There is reason to believe that the number of parents and of young men and women who regard the results of a High-school education with feelings of profound disappointment is a large one. They have expected from it, if not an increased faculty for discharging the common duties of life, at least an augmented ability for pushing their way and improving their condition. But this is just what an advanced general education is, in many cases, not calculated to bring forth. We must remember that a High-school education, coming, as it does, at a critical time of life, tasks severely the physical powers. If rightly conducted, it produces no injurious effects in those who are, in point of mental and physical vigor, above the average. But with a very large class the long time spent in poring over books, and the continued straining, to keep up with the quicker intellects that clear the ground by leaps, results in the disabling of the body and the dulling of the mental faculties. Strangely as it may

sound, it is no uncommon thing for boys and girls as well as for older people to study themselves stupid. The fault is not, in most cases, that the tasks set are too hard, but that the pupils are not equal to a course of education which must be regulated, not to meet the abilities of those who are fitted to profit least, but of those who are fitted to profit most, by its training. Again, the general tendency of the advanced course is not to promote quickness and dexterity in the practical matters of life, but rather to mould the mind and the body in the direction of a student's career. It *begins* to form the habit of seeing everything through the medium of books, rather than with the quick practical glance of the world. It induces in many an inclination to dream about life rather than to act in it. It widens indefinitely the horizon of desires and tastes, without, in many cases, augmenting the ability to satisfy these desires and tastes.

When those who have thus unadvisedly completed a higher course of study go forth to engage in the battle of the world, they go encumbered with an ill-fitting and hampering garment, a Saul's armor, that makes effort doubly exhausting, and generates a pervading feeling of weariness and discontent.

There is a very grand and very vague way of talking about education which, however edifying it may be to the imagination, has resulted practically in the squandering of much earnest endeavor. The importance of laying a broad foundation, by starting the mind in a great variety of directions, is often insisted upon. We would not deny that this is a valuable and sound principle. It is so, we mean to say, if rightly applied. But we would contend that it is susceptible of such an application in only a very small proportion of cases. There are favored mortals who can consult their own fancies as to the directions which their education shall take. They can afford to know a little of everything. They can follow the prevailing fashions; for there are fashions in education, as in everything else. But the mass of men are so situated that they cannot do this. Necessity hedges them in.

They have to make up their minds to be content with a much lower degree of mental culture than is, on general principles, desirable.

A broad foundation is only a source of bewilderment to one who can, by force of circumstances, build only a narrow superstructure. During the Grammar-school course much may be done by skilful teachers in the way of indicating and awakening an interest in the various fields of possible cultivation which the Public Library opens to all. But to go on from this stage, and put years of hard work into the construction of a cellar and heavy foundation, which is destined to become only the basin of a stagnant pool and a breeding-place of luxuriant weeds, is a folly of which practical, clear-headed Americans ought not be guilty.

We can display as much good judgment by resolutely deciding to be ignorant of certain things, as by the most discriminating choice of the particular branches of knowledge which are to be made ours. Ignorance, let us remember, is a relative thing. There is no man living so intelligent that he is not an ignorant man when compared with specialists in departments other than his own. The field of knowledge is so large that the extent of it which the most favored individual is able to occupy bears but a small relation to the vast realms explored by others, but unknown to him. But ignorance of this kind is not a thing which any intelligent man is ashamed of, or over which he thinks it worth while to grieve. The kind of ignorance which is to be deplored is that which affects immediately the destiny of the subject of it, and which bears evil fruit both for himself and the community. It is a harmful and pitiable kind of ignorance when a young person just ready to confront the world has an utter misconception of the relations which he sustains to it. When he believes himself to be something which he is not, and when the world, as a consequence, seems to him to be an impracticable and impossible place to get along in. What we should wish to develop in our children, above all things else, is true manliness and true womanliness; the desire to *be* rather than

to *seem to be*; the consciousness of self-respect and respect for others; the belief that they have found their appropriate places in the world, and that the profession in which they can work to advantage is the one which is for them, above all others, the most honorable.

We cannot help thinking that important changes for the better might be made in the curriculum of the High School. We do not refer particularly to the High School of Andover, but to the general character of High-school education. Foreign languages and the higher mathematics are of the nature of transitional studies; they lead to other studies, and their chief value is not apparent unless those other studies are engaged in. They constitute, perhaps, the best drill that can be given to those who are on their way to a higher education; and we believe that all facilities should be afforded for the preparing of this class for the institutions which supply such an education. But so far as it is the object of the High School to fit pupils for entrance upon the practical duties of life, we believe the studies might be more wisely chosen.

To borrow an illustration from Mr. Hammerton's remarks on education in France, "That a country is prosperous and pleasant is a reason for going to it, but it is not a reason for going half way to it."¹ It may be a good thing to visit Europe, it does not follow that it would be a good thing to be carried half way there, and set adrift in an open boat. There has been, and still is, a degree of haziness existing in the minds of many in regard to this whole subject, which ought to be dissipated by obtaining a clear sight of the vantage-grounds which we wish to reach. We can discover these most accurately by a careful investigation of the requirements of society. Our schools are, in an important sense, manufacturing establishments; and those who have charge of them, especially of their higher departments, should aim at making a shrewd estimate of the state of the market to be supplied. The introduction of industrial drawing into the public school is an excellent application of this principle. But it is clear that

¹ "Round my House," p. 312.

we cannot all earn our living by drawing. A further application of the same principle to the course of instruction pursued in our High Schools would, we believe, prove to be for the advantage both of those immediately concerned, and also of society at large.

We have already alluded to the service which the Public Library may render in supplementing the book education of the Grammar School. Another valuable resource is the Evening School. Evening Schools are now maintained in many of our cities at the public expense. But they are in almost all cases arranged solely for the benefit of those who need instruction in the elementary branches. If Evening Schools were established in the centres of our large towns, which should have for their object the carrying on of the education of those who have graduated from the Grammar School, it might open the way to a most useful and healthy kind of study. Study and active employment are admirable associates; carried along together, their tendency is to balance the mind and harmonize the life. It is not the amount that we cram into the mind, but the amount that it digests, that contributes to its strength; and there is no aid to mental digestion comparable to useful occupation.

Let us discriminate clearly between what may be called *real* education and *sham* education. Real education is that which sustains a close relation to the life of its possessor. It grows while it supports growth. The whole man is informed and permeated by it. A sham education is one that sustains no such relation to the life of its possessor. It is a thing superimposed, which permits its possessor to appear to be, or to assume to be, what he is not.

REPORT OF THE SEVERAL SCHOOLS.

CENTRAL GRAMMAR, SOUTH CENTRE, AND VILLAGE SCHOOLS.

The Grammar School has had a prosperous year under Miss Whitehouse, Miss Cooke, and Miss Pasho. The work to be done in this school is a very important one; and we are glad to be able to give our most hearty commendation to the manner in which it has been performed. It is a good thing to have a school well governed; it is a good thing to have all the classes carried evenly along to the prescribed places in their various text-books, it is a still better and rarer thing to find a school that gives evidence of having been taught by one who loves teaching for its own sake, and who takes a genuine pleasure and interest in developing the minds of her scholars.

The South Centre Schools have suffered more from sickness than any others; yet, on the whole, we think the year has been one of much better work, in the Primary Department especially, than usual. The division of this department into two schools, which was contemplated in our last Report, was carried into effect in the Summer term; Miss Sarah Jones, formerly assistant, being employed as full teacher. The beneficial results of this change seem to us very marked in both schools. The Intermediate School has remained under Miss Parker, who with an unusually full school, and with less assistance than formerly, has done very well by it.

The chief drawback to the prosperity of the Grammar and South Centre Schools is the want of suitable apartments. There are two good school-rooms in the South Centre build-

ing, and these, if the Intermediate Department were otherwise provided for, would accommodate the two Primary Schools very well. The Grammar school-house is in every respect inadequate to the school which occupies it. The large room is so full that no place remains in which another desk can be properly placed. As it is, some of the desks are in an injurious proximity to the stove, and others are so placed as to be out of sight of the teacher when she occupies her seat. The two assistants' rooms, in each of which only half a class can recite at a time, are little more than large enough for the teachers and pupils to get well inside and have room to shut the door. How difficult it is to ventilate such rooms may be easily imagined. It is very poor policy to debilitate our children physically for the chance of improving them mentally. The forcing of the minds of growing boys and girls in school-houses and over books is at best a ticklish business; and if we try to carry it on in a hap-hazard, make-shift way, satisfied if we get the children through the process without killing them, we shall have only ourselves to blame for the pooriness of the results, and the disappointment which is sure to follow in many cases. Teachers cannot teach well, nor can the minds of pupils work well, in an impure atmosphere.

The Committee are not asking for an ornamental school-house. They have no ambition in the way of ostentation. They only ask the Town to provide suitable apartments for the carrying on of the work in hand, and that these apartments may be so located that the children who attend our schools shall have some place in which to exercise and replenish their vitality, without stirring up against them the complaints of neighbors. A school-house having one large room on the second floor for the Grammar School, and four smaller rooms on the ground floor for the use of the Grammar-school assistants and the Intermediate Department, would give us ample school-house accommodation for years to come.

A majority of the pupils who attend the Phillips School live nearer the Centre than they do to the Phillips School-house,

and nearly, if not quite, all the other pupils of that school could attend in the Scotland or Holt District with as little difficulty as the large number of Green Street pupils now attend in the Phillips. The present assistant's room in the Phillips School-house is a picture of extreme indigence. The low, narrow room, the poor little benches, the one window, make a harmonious whole; a whole that ought to be done away with. We see no reason why this school should not be given up. By giving it up we should not only secure far better accommodations for those who now attend it, but we should save to the Town the salary of an assistant teacher and the rent now paid to the Trustees of Phillips Academy, besides bringing another class under the valuable supervision of Miss Whitehouse.

The Abbott Village Schools have continued under Miss Locke and Miss Mary Merrill; the assistant's place having been filled during the Fall and Winter Terms by Miss Hammond. The Intermediate Department has continued to improve under the care of Miss Locke. From having been formerly a school in which order was a desideratum, and progress at a low ebb, we can say that it is now in both these respects one which it encourages the Committee to visit.

BALLARD VALE SCHOOLS.

Teachers, H. M. Richardson, Senior Department.

Julia M. Brown, Intermediate Department.

Mary F. Brown, Primary Department.

The Ballard Vale School building, after an occupancy of nearly thirty years for school purposes, was deemed by the Committee to be in need of some repairs and improvements. The work was undertaken after the close of the Summer Term. The rooms were reconstructed, made pleasant, and provided with furniture suited to the comfort, convenience, and health of the scholars. The surrounding grounds were

graded in a proper manner. The work was well done. Teachers, scholars, and parents appreciated the conveniences of the newly-fitted rooms, and the expectations of all seemed to be satisfied. Harmony has existed in all departments of this school through the year. It may justly be said that this school was never in a more prosperous condition. A good year's work has been done. Faithful labor has been performed, and with most satisfactory results. The teachers entered upon their work each term with zeal, and their efforts were rewarded by the affection and appreciation of pupils, by substantial progress in their studies, and by the confidence and respect of all.

It is a pleasure to know that the patrons of the mills in our village are always on the side of education, and are ever ready to help the schools by encouraging the children in the families of their employ to be regular and prompt in their attendance at school.

PHILLIPS SCHOOL.

Teachers, Lizzie B. Abbott, Principal.

Augusta S. Tenney, Assistant.

During the year this school has been under the tuition of the same teachers. They had experience both in teaching and governing. They understood how to quicken young hearts, and could readily devise ways to keep their pupils employed and interested in school hours. These teachers have been eminently successful as teachers in the various branches of study in the school, and the school has obviously prospered under their administration. We have great reason to be thankful that we have well-qualified and faithful teachers for our young children, in whose hands they are safe, and by whose kind care they are greatly blessed.

HOLT SCHOOL.

Teacher, Anna M. Stoodley.

The affairs of this school have for a long time been managed successfully. It has been under the care of the same teacher, who has ability and culture, and imparted knowledge in a clear, simple, and thorough manner; and her pupils, who have given their minds to their studies, have derived that benefit which will profit in the future. She labored assiduously to plant in the youthful mind seeds of truth, integrity, and nobleness of character. In all the duties of the school-room she seemed to be actuated by one feeling only, and to be animated by one desire; and that was the intellectual and moral improvement of her pupils. The attendance and increased promptness of the school was encouraging. It is an old adage, that the prompt scholar makes the prompt business man. Hence promptness in school duty is an encouraging omen.

SCOTLAND SCHOOL.

Teacher, Mary Manning.

The promising character of this school has been fully sustained by the present teacher. Its regulations and exercises were faithfully responded to by its pupils. Its management has been efficient and successful. The exercises on the black-board were distinct and well performed. Much care was bestowed on the exercise of reading and in the study of elementary principles. Good recitations were given in the various studies pursued. The health of the scholars faithfully guarded, and their morals and manners trained and improved. The teacher has in all points aimed to do her duty. The community and families seemed perfectly united to make the school prolific of good to the children.

WEST PARISH SCHOOLS

The schools in this section of the Town have completed another year with the usual varying results. Good service has been rendered in each of them, but attended with different degrees of success. Outside influences, beyond the control of teachers or Committee, have exerted, in some instances, a damaging effect upon the schools.

When a teacher resigns, her place must be filled by another. The Committee use their judgment as to who will be most likely to succeed in that school, and make their appointment accordingly. In some instances the trouble has arisen from the fact that the new teacher has differed slightly in her methods of teaching and discipline from her predecessor. From no greater cause than this the dislike of prejudice would spring up, then insubordination on the part of the older scholars would manifest itself, and if any means were taken to bring them into proper subjection, the parents would catch the disaffection by listening to the sad tales told by their children; and instead of supporting the teacher in the presence of their children, and reprimanding them for their disobedient acts, would join with them in condemning the teacher and all concerned. In some instances they have gone so far as to allow their children to leave the school.

The influence which parents exercise for weal or for woe over their children, as well in the schoolroom as in the domestic circle, can hardly be exaggerated. If that influence is employed to aid the teacher in enforcing good and wholesome regulations (such as a regular and prompt attendance of the child at school, order and discipline while in school and around the building), to encourage in their children a love of study and a laudable ambition to excel, to impress upon them the importance of moral as well as intellectual culture, and the necessity of subordination to their teachers, its effect upon the school will be incalculable, as well in the improvement of the minds, the manners, and the

morals of their children, as in relieving the teacher of many unpleasant duties. Seldom would there be occasion for correction by the teacher or for a pang of remorse on the part of the scholar. If, on the contrary, parents allow their children to be irregular and tardy at school, if they indulge a morbid sympathy for the child when properly chastised in school, if they are regardless of the moral effect which such a course is calculated to produce, and assume to prescribe limitations to the teacher's authority in the discharge of her duties, it will require no prophetic ken to predict consequences most disastrous to the school and the scholar. It is therefore to be hoped that parents, divesting themselves of will or of prejudice in this matter, will co-operate with their teachers in throwing around their scholars such influences as will best prepare them morally and intellectually for the work of life.

The Senior Department of the Frye Village Schools was under the care of Miss Holt during the Spring Term, at the close of which she resigned, leaving it in excellent condition. The Committee accepted her resignation with regret, as her long and successful connection with the school would occasion a blank hard to be filled. Miss Ella F. Merrill was appointed her successor, and, in a good degree, answered the expectations of the Committee. It appeared quite evident that the several classes had been well drilled in their various studies. The happiness of the school in the Winter Term was somewhat marred by the willful disobedience of a few of the larger boys, much to their shame.

Of the Primary School it only need be said that it has enjoyed the services of the same faithful and experienced teacher as in years past. The fact that she possesses the confidence and support of the district contributes much to render her school a very interesting and attractive one.

The West Centre School has been under the instruction of the same teacher throughout the year. A slow, but steady, progress has been made. A quite noticeable improvement was manifested in reading; the scholars having acquired a

deliberation in this exercise, much to the credit of themselves and their teacher. At the Winter Term examination the school acquitted itself well.

Wholesome discipline and thorough instruction have been prominent characteristics in the Osgood School through the year. No one branch has received an excess of time and attention to the exclusion of others, but all have been given their due share. History, book-keeping, and algebra have been taught successfully. Writing has been very neatly performed. In fact the whole school shows the result of work.

The Bailey School was taught during the Spring Term by Miss Hammond. Teacher and scholars were much interested in their work, and excellent results followed.

Miss Hardy, the former teacher, having regained her health sufficiently, took the school in the Fall Term and completed the year. The success which attended her teaching in former years has been more than equalled the past two terms. Her methods of discipline have been mild, but effective. A new feature, and a good one, was introduced into the school, that of requiring compositions from all of those who could write. All complied with the wishes of the teacher in this particular, and a number of creditable selections were read at the closing examination. A very fine exhibition in mathematics was also witnessed.

The school in the North District has sustained its reputation of being a pleasant one. The teacher is mild in her government, but has succeeded in keeping her school wide awake. Most of the scholars are ambitious to learn, and when this is the case, teaching becomes a pleasant task. Good progress has been made throughout the year.

Miss Wardwell taught the Abbott School the first and second terms of the year, and Miss Bixby the third. Both were teachers of experience, and the school was well instructed.

APPENDIX.

SCHOOL STATISTICS.

CENTRAL GRAMMAR.

	1st Term.	2d Term.	3d Term.
Length of School, in days,	56	59	67
Whole number,	92	105	91
Average attendance,	83	89	83
Per-centage of attendance,	90	85	91
Over 15 years,	10	6	11
Neither absent nor tardy,	9	25	24

SOUTH CENTRE.

INTERMEDIATE DEPARTMENT.

Length of School, in days,	57	59	68
Whole number,	40	52	47
Average attendance,	55	46	39
Per-centage of attendance,	88	88	83
Over 15 years,	0	0	0
Neither absent nor tardy,	5	9	4

FIRST PRIMARY DEPARTMENT.

Length of School, in days,	57	59	68
Whole number,	46	49	44
Average attendance,	37	40	35
Per-centage of attendance,	80	80	80
Over 15 years,	0	0	0
Neither absent nor tardy,	0	6	7

SECOND PRIMARY DEPARTMENT.

	1st Term.	2d Term.	3d Term.
Length of School, in days,	57	59	68
Whole number,	67	45	37
Average attendance,	55	37	29
Per-centage of attendance,	82	82	80
Under 5 years,	1	0	0
Neither absent nor tardy,	8	5	5

VILLAGE.

INTERMEDIATE.

Length of School, in days,	56	59	67
Whole number,	34	31	38
Average attendance,	31	27	33
Per-centage of attendance,	90	87	87
Over 15 years,	1	1	0
Neither absent nor tardy,	18	15	16

PRIMARY.

Length of School, in days,	56	59	67
Whole number,	85	77	73
Average attendance,	69	66	57
Per-centage of attendance,	81	86	78
Under 5 years,	4	0	0
Neither absent nor tardy,	20	12	13

PHILLIPS.

Length of School, in days,	55	59	67
Whole number,	43	49	51
Average attendance,	35	39	41
Per-centage of attendance,	81	80	80
Under 5 years,	2	1	0
Over 15 years,	1	1	2
Neither absent nor tardy,	9	4	5

HOLT.

	1st Term.	2d Term.	3d Term.
Length of School, in days,	56	56	66
Whole number,	31	25	20
Average attendance,	19	16	15
Per-centage of attendance,	62	64	75
Under 5 years,	1	0	0
Over 15 years,	0	0	1
Neither absent nor tardy,	1	1	2

SCOTLAND.

Length of School, in days,	61	61	68
Whole number,	22	20	21
Average attendance,	17	18	19
Per-centage of attendance,	77	90	90
Under 5 years,	0	0	0
Over 15 years,	1	0	2
Neither absent nor tardy,	4	4	3

BALLARD VALE.

SENIOR.

Length of School, in days,	56	56	66
Whole number,	36	38	38
Average attendance,	30	31	29
Per-centage of attendance,	83	82	76
Over 15 years,	5	6	7
Neither absent nor tardy,	3	3	1

INTERMEDIATE.

Length of School, in days,	56	56	67
Whole number,	38	40	36
Average attendance,	31	33	28
Per-centage of attendance,	82	82	78
Over 15 years,	0	0	0
Neither absent nor tardy,	3	3	0

PRIMARY.

	1st Term.	2d Term.	3d Term.
Length of School, in days,	56	56	67
Whole number,	74	70	61
Average attendance,	64	59	49
Per-centage of attendance,	86	84	80
Under 5 years,	1	1	1
Neither absent nor tardy,	6	2	2

FRYE.

SENIOR.

Length of School, in days,	59	60	67
Whole number,	20	25	25
Average attendance,	16	21	22
Per-centage of attendance,	80	84	88
Over 15 years,	0	0	0
Neither absent nor tardy,	4	9	7

PRIMARY.

Length of School, in days,	56	60	67
Whole number,	53	40	37
Average attendance,	44	35	34
Per-centage of attendance,	83	88	92
Under 5 years,	2	0	0
Neither absent nor tardy,	9	11	7

WEST CENTRE.

Length of School, in days,	59	60	68
Whole number,	25	24	22
Average attendance,	22	22	20
Per-centage of attendance,	88	92	91
Under 5 years,	0	1	0
Over 15 years,	0	0	1
Neither absent nor tardy,	0	4	1

OSGOOD.

	1st Term.	2d Term.	3d Term.
Length of School, in days,	59	60	70
Whole number,	18	25	22
Average attendance,	14½	22	18½
Per-centage of attendance,	80	88	84
Under 5 years,	0	1	0
Over 15 years,	1	1	3
Neither absent nor tardy,	1	2	2

BAILEY.

Length of School, in days,	56	60	69
Whole number,	24	20	23
Average attendance,	17	17	20½
Per-centage of attendance,	71	85	89
Under 5 years,	2	2	0
Over 15 years,	0	0	2
Neither absent nor tardy,	1	9	6

ABBOTT.

Length of School, in days,	56	59	68
Whole number,	10	6	8
Average attendance,	8	4	6
Per-centage of attendance,	80	66⅔	75
Under 5 years,	1	0	0
Over 15 years,	0	0	0
Neither absent nor tardy,	0	0	3

NORTH.

Length of School, in days,	56	59	68
Whole number,	15	15	15
Average attendance,	13	11	13½
Per-centage of attendance,	87	73	90
Under 5 years,	1	0	0
Over 15 years,	0	0	0
Neither absent nor tardy,	5	0	2

PUPILS WHO HAVE NOT BEEN ABSENT OR
TARDY IN THE SEVERAL TERMS.

GRAMMAR SCHOOL.

FIRST TERM. — Mary A. Richardson, Lizzie E. Salmond, Willie Dean, Frances B. Holt, Albert F. Saunders, Lizzie C. Kimball, Eddie H. Chandler, Mary Nolan, Peter Donovan.

SECOND TERM. — Martha G. Abbott, Matilda Pingree, Lizzie Rowland, Lizzie Tyler, George Brown, John Cole, Fred Manning, John Sweeney, William Wardwell, Charles Bowman, Mary Nolan, Alfred S. Byers, Timothy Callahan, Peter Donovan, John McManus, Lizzie Buchan, Bertha S. Pasho, Willie Muldowney, John A. Murray, Jeremiah Mahoney, David O'Connell, Lincoln Poor, Bernard Sands, Arthur S. Wilbur.

THIRD TERM. — Ella R. Getchell, Matilda Pingree, Maggie Ward, George Brown, Fred Parker, Charles Brown, Isabella Kinley, Alfred S. Byers, Edward H. Chandler, Frank F. Carlton, Marcus M. Hill, John A. Murray, Frank J. Mason, Joseph S. Thompson, Lewis M. Woodbridge, Henry K. Wilbur, William Wardwell, Sadie E. Ashworth, Annie E. Bradshaw, Sarah A. Foster, Mabel F. Smith, Ellen A. White, William J. Barry.

SOUTH CENTRE.

INTERMEDIATE DEPARTMENT.

FIRST TERM. — Emma S. Abbott, Annie Bradshaw, Laura Foster, Nellie Maroney, Maggie S. Sweeney.

SECOND TERM. — Lewis Blood, George Cole, Delia Crowley, James Donovan, Cora Holt, John Hurley, Nellie Maroney, John Nolan, Cornelius Sullivan.

THIRD TERM. — Mary Driscoll, Alice M. Rea, George Cole, Maggie S. Sweeney.

FIRST PRIMARY DEPARTMENT.

FIRST TERM. — None.

SECOND TERM. — Clara J. Boynton, Daniel Hurley, Robert W. White, Lillie Cole, Minnie Cullinane, Annie Daughirtaé.

THIRD TERM. — Jennie S. Abbott, Clara J. Baldwin, Robert W. White, Mary J. Carey, George C. White, Minnie Tough, Willie L. Frye.

SECOND PRIMARY DEPARTMENT.

FIRST TERM. — Florence I. Rowley, Delia Crowley, Mary E. Williamson, George W. Cole, John Hurley, John Nolan, James Nolan, Harry H. Noyes.

SECOND TERM. — Kittie Barnett, Belle H. Barnett, Harry H. Noyes, E. Stewart Jenkins, Willie T. Burns.

THIRD TERM. — S. Agnes Abbott, Kittie Barnett, Cora Tough, George M. Dean, E. Stewart Jenkins.

VILLAGE.

INTERMEDIATE DEPARTMENT.

FIRST TERM. — Joseph Bacon, Annie Callange, Agnes Duval, Lizzie Gleason, John McIntosh, Mima McIntosh, Frank McManus, James Middleton, Sarah McMahan, Katie O'Brien, David O'Connell, Arthur O'Connell, Robert Muir, Mary Robinson, Patrick Sands, Bernard Sands, Walter Souter, Annie Scott.

SECOND TERM. — Joseph Bacon, Georgie Bruce, Annie Callange, Lizzie Gibson, Andrew Gibson, Bella McCulloch, Jennie Middleton, Robert Muir, John McIntosh, Mima McIntosh, Mary Robinson, Patrick Sands, James Smith, Robert Watson.

THIRD TERM. — Peter Abercrombie, Joseph Bacon, Maggie Buchan, Georgie Bruce, Annie Callange, Agnes Duval, Lizzie Gleason, Andrew Gibson, Jennie Middleton, Bella McCulloch, Frank McManus, Katie O'Brien, Lizzie O'Brien, Mary Robinson, Patrick Sands, Robert Watson.

PRIMARY DEPARTMENT.

FIRST TERM. — Edward Burke, Willie Robinson, Lizzie McCoy, Jane A. Lowe, Stella McCoy, Michael Daley, Georgiana Bruce, Susan Bruce, John Bacon, James Duval, Andrew Gibson, Eliza Hull, James Hull, Marjory Lowe, Maggie Lowe, Agnes McIntosh, Joseph McManus, Alexander Rogers, Sarah Robinson, James Sands.

SECOND TERM. — Edward Burke, Willie Robinson, Lizzie McCoy, Jane A. Lowe, Stella McCoy, Michael Daley, Timothy O'Brien, Nellie Buchan, Stuart Gibson, Joseph O'Hara, Thomas O'Hara, Frank Qualey.

THIRD TERM. — Edward Burke, Willie Robinson, Lizzie McCoy, Charles Busfield, John Collins, James Duval, Timothy O'Brien, Maggie Lowe, Willie Merys, Joseph McManus, James Sands, Joseph Souter, James Hull.

PHILLIPS.

FIRST TERM. — Hannah Barry, Carrie Manning, John Bennett, Fred Cornell, Henry Cunningham, Georgie Higgins, Freddie Kingman, Oscar Timlin, Willie Timlin

SECOND TERM. — Carrie Manning, Nora Williamson, Freddie Kingman, Oscar Timlin.

THIRD TERM. — Carrie Manning, Nora Williamson, George Buxton, Frank Higgins, Oscar Timlin.

HOLT.

FIRST TERM. — Fred C. Harnden.

SECOND TERM. — Fred C. Harnden.

THIRD TERM. — Fred C. Harnden, Perley Woodbridge.

SCOTLAND.

FIRST TERM. — Newton Jaquith, Emma Gould, Lizzie Jaquith, Susie Jones.

SECOND TERM. — Addie Buxton, Clara Buxton, Susie Jones, Frank Holt.

THIRD TERM. — Emma Gould, Frank Holt, Mary Shedd.

BALLARD VALE.

SENIOR DEPARTMENT.

FIRST TERM. — Effie E. Gile, Kate Ryley, John H. Boner.

SECOND TERM. — Annie M. Morrison, Daniel H. Poor, Effie E. Gile.

THIRD TERM. — Kate Ryley.

INTERMEDIATE DEPARTMENT.

FIRST TERM. — Maynard E. Clemons, George W. Morris, Hannah Hudson.

SECOND TERM. — Maynard E. Clemons, Eddie B. Dailey, John Ryley.

THIRD TERM. — None.

PRIMARY DEPARTMENT.

FIRST TERM. — John T. Conway, Matthew Caffrey, John Little, John Riley, Josephine M. McManus, Flora L. Salmond.

SECOND TERM. — Sarah A. Fellows, Fannie Holroyd.

THIRD TERM. — Fannie Holroyd, Rosella Conway.

FRYE.

SENIOR DEPARTMENT.

FIRST TERM. — Sarah A. Birnie, Joseph Abbott, Minnie W. Poor, George W. Dodson.

SECOND TERM. — Agnes Brown, Clara M. Bell, Abbie Davis, Patrick Donahue, Frank Donahue, Minnie Lindsay, John A. Leitch, John Morrison, David McNabb.

THIRD TERM. — Agnes Brown, Clara M. Bell, Frank Donahue, Jennie H. Hill, John A. Leitch, John Morrison, David McNabb.

PRIMARY DEPARTMENT.

FIRST TERM. — Agnes Brown, Charles W. Dodson, Frank Donahue, Ellen Donahue, Bertie Hill, John A. Leitch, John Morrison, Lottie M. Hill, David McNabb.

SECOND TERM. — Fred Brown, Jane Birnie, Charles W. Dodson, Richard Dodson, Ellen Donahue, Bertie Hill, Alice Hill, Lottie M. Hill, Emily Hill, George E. Hussey, Agnes Morrison.

THIRD TERM. — Jessie Campbell, Bertie Hill, Lottie M. Hill, Emily Hill, George E. Hussey, Marion L. Stott, Ellen Donahue.

WEST CENTRE.

FIRST TERM. — None.

SECOND TERM. — May P. Russell, Johnie E. Holt, Granville K. Cutler, Nathaniel A. Cutler.

THIRD TERM. — Angie Burt.

OSGOOD.

FIRST TERM. — Lilla E. Bailey.

SECOND TERM. — Lilla E. Bailey, Willie Bailey.

THIRD TERM. — Willie Bailey, Eddie Goldsmith.

BAILEY.

FIRST TERM. — Arthur T. Boutwell.

SECOND TERM. — Freddie S. Boutwell, Arthur T. Boutwell, Chester Boutwell, Cara Flint, Mabel Flint, Emma Hardy, May Hardy, Eddie Hardy, Freddie Hardy.

THIRD TERM. — Freddie S. Boutwell, Arthur T. Boutwell, Chester Boutwell, Eddie Hardy, Freddie Hardy.

NORTH.

FIRST TERM. — Mary F. Bateman, Joseph Bateman, Mary L. Crowley, Katie Crowley, Dennis Crowley.

SECOND TERM. — None.

THIRD TERM. — Katie Crowley, Minnie Toye.

ABBOTT.

FIRST TERM. — None.

SECOND TERM. — None.

THIRD TERM. — Alphonso A. Bailey, Etta Bailey, Henry H. Bailey.

TABULAR

SCHOOLS.	TEACHERS.	Number of Terms.
CENTRAL GRAMMAR :	M. Abbie Whitehouse (Prin.), -	3
	Katie W. Cooke (1st Assist.), -	3
	Laura F. Pasho (2d Assist.), -	3
SOUTH CENTRE, Intermediate :	Emma L. Parker, - - - - -	3
1st Primary :	Sarah F. Jones, - - - - -	3
2d Primary :	Frances E. Chandler, - - - - -	3
VILLAGE, Intermediate :	Annie L. Locke, - - - - -	3
Primary :	Mary F. Merrill, - - - - -	3
	Ella F. Merrill (Assist.), - - -	1
	Lillie Hammond, - - - - -	2
PHILLIPS :	Lizzie B. Abbott, - - - - -	3
	Augusta S. Tenney (Assist.), -	3
HOLT :	Anna M. Stoodley, - - - - -	3
SCOTLAND :	May Alton Manning, - - - - -	3
BALLARD VALE, Senior :	H. Maria Richardson, - - - - -	3
Intermediate :	Julia M. Browne, - - - - -	3
Primary :	Mary F. Browne, - - - - -	3
FRYE, Senior :	Carrie B. Holt, - - - - -	1
	Ella F. Merrill, - - - - -	2
Primary :	Mary E. Jones, - - - - -	3
WEST CENTRE :	Eva M. Goodrich, - - - - -	3
OSGOOD :	Abbie F. C. Burt, - - - - -	3
BAILEY :	Lillie Hammond, - - - - -	1
	Fannie A. Hardy, - - - - -	2
NORTH :	Hannah M. Bixby, - - - - -	3
ABBOTT :	Gertrude F. Wardwell, - - -	2
	Mary E. Bixby, - - - - -	1

STATEMENT.

Salary per Year.	Largest Number.	Equated Number.	Attendance,		Neither Absent nor Tardy.	Number under 5 years of age.	Number over 15 years of age.
			Average.	Per cent.			
\$844 44 380 00 316 66	105	96	85	89	19	0	15
380 00	52	46	40	86	6	0	0
380 00	49	46	37	80	4	0	0
380 00	67	50	40	81	6	1	0
380 00	38	34	30	88	16	0	1
380 00 190 00 190 00	85	78	64	82	15	4	0
380 00 190 00	51	48	38	80	6	2	3
380 00	31	25	17	67	2	1	1
380 00	22	21	18	86	4	0	1
380 00	38	37	30	80	2	0	12
380 00	40	38	31	81	2	0	0
380 00	74	68	57	83	3	1	0
380 00 380 00	25	23	20	84	7	0	0
380 00	53	43	38	88	9	2	0
380 00	25	24	21	90	2	1	1
380 00	25	22	18	83	2	1	3
380 00 380 00	24	22	18	82	5	2	2
380 00	15	15	11½	83	2	1	0
316 66 316 66	10	8	6	74	1	1	0

ORGANIZATION OF SCHOOL COMMITTEE
FOR 1876-77.

Francis H. Johnson, Chairman,	Term expires, 1877.
Samuel H. Boutwell, Secretary,	Term expires, 1878.
George Foster, Auditor,	Term expires, 1879.

Sub-Committees on :

Central Grammar, South Centre, and Village Schools,
Francis H. Johnson.

Phillips, Scotland, Holt, and Vale Schools, George
Foster.

Frye, West Centre, Osgood, Bailey, Abbott, and North
Schools, Samuel H. Boutwell.

REPORT

OF THE

SCHOOL COMMITTEE

OF THE

TOWN OF ANDOVER,

FOR THE YEAR 1876-77.



ANDOVER:
PRINTED BY WARREN F. DRAPER.
1877.

GENERAL REMARKS.

THE very important action of the Town at its last meeting has supplied a topic of unusual and rather overshadowing interest in connection with its schools; and in offering a report for the year 1876-77 the Committee are strongly tempted to forget the things which are behind in the contemplation of a more promising future. It is certainly their first duty to return thanks to the Town for the readiness with which it has entertained the recommendations of the joint Committee, and the liberality with which it has responded to their petition for a new school-house. Congratulations will be more in place when the expectations of the Town in this matter have been satisfactorily met, and when experience shall have demonstrated the wisdom of so important a step. At present, in view of the interests at stake, and the difficulty of avoiding all errors, the Committee feel no little anxiety about the work which you have in part entrusted to them.

As regards the exterior of the school-house which is to be built, it is their desire to avoid all unnecessary expense, as they believe the object of the Town to be, not to make a display, but to provide in the best manner for the mental and physical well-being of its children. At the same time they are fully aware that the citizens of Andover will not thank them if they economize to such an extent as to provide a building of offensive plainness, or one which would be out of keeping with its surroundings.

In the interior arrangements it is their intention to avail themselves of all the modern improvements which have been well tested and demonstrated to contribute to the efficiency

of a school. They do not propose to try experiments. Much attention has of late years been given to improved methods of heating and ventilation; and though the science of procuring a supply of warm and pure air in apartments occupied by many individuals is as yet but very imperfectly understood, enough has been discovered to ameliorate essentially the conditions under which children exist in the schoolroom. One mistake, often made in connection with centre school-houses, they hope to avoid: that is, the mistake of bringing together too many children under one roof and on one playground. Even aside from the fact of the difference in the ages of the pupils, they would regard the aggregation of the Grammar, Intermediate, and Primary schools as a serious evil. The one hundred little children of the Primary Department will be far better off in a building by themselves; though for the convenience of those who wish to send very young children under the care of older brothers or sisters, it is desirable that this building should not be far away from the larger one. The present centre school-house is very well adapted to the requirements of the two younger schools; but if a lot of land contiguous to, or near, the new building can be secured, it might be well to move it.

It is needless to say that the Committee are hoping and expecting a great deal from the contemplated improvements. But while rejoicing much at the prospect, they try to keep a sober mind, and tone down the colors of the future with the thought that imperfection still cleaves to all things human, and that disappointment will sometimes mingle itself even in the cup of the best-intentioned school-committees. It is their most earnest hope that the public will not be disappointed.

REPORTS OF DISTINCT SCHOOLS.

CENTRAL GRAMMAR, SOUTH CENTRE, AND VILLAGE SCHOOLS.

THESE six schools we believe to be in a very satisfactory condition. They are carried on by a corps of energetic teachers, who have not only had years of experience, but have been quickened and improved by that experience. When we use the phrase *very satisfactory*, we mean to be understood as having in view not a possible ideal standard, but the standard which, considering all the disabilities under which our schools labor, may be reasonably considered within reach.

As the progress of an army in the field has to be regulated by the most unwieldy part of it, so the standard of a public school has to be what the slowest intellects in it will permit it to be. The best minds cannot cut loose from the rest. Like tug-boats attached to lumber-rafts, they must average their progress with that of their less favored associates. In this respect the large centre schools are at a disadvantage with the smaller ones in the outskirts. The smaller the number of scholars, the more is it possible for the teacher to give free range to the exceptional ability of individuals. We have in mind one of our schools, consisting of twelve scholars, in which there are twenty-eight classes; and it is a very common thing to find in these smaller schools a flourishing class of *one* that, like a wisp of barley on the edge of a field, has grown and spread itself out of all proportion to its fellows.

The Grammar School will be relieved of a great drawback when it shall have entered on the promised land of a new

school-house. In the present building we have never been able to avail ourselves of the full services of the three teachers. The assistants' rooms have been so small that only half a class could recite at a time in them; and the constant oversight of two thirds of the school has thus devolved upon the Principal. It has been a great advantage to this school that there has had to be but very little changing of teachers in it. Miss Whitehouse, Miss Cooke, and Miss Pasho have carried on the school together for four years with great success. At the end of the last Summer term, Miss Cooke, much to the regret of the Committee, resigned her place as assistant; and Miss Wilbur, who brought the highest recommendations from the schools in which she had previously taught, was elected to fill the vacancy. The appointment has proved a satisfactory one, both to the Committee and to the Principal.

We are more and more pleased with the working of the three-school arrangement at the South Centre. It has permitted us to make three grades instead of two, and at the same time to bestow more attention to the advancing of the older classes of the Primary Department. Miss Chandler, Miss Jones, and Miss Parker work exceedingly well together. Miss Chandler, from long experience and natural tact is admirably adapted for her difficult work of starting beginners, and getting them interested in their studies. "Well begun is half done," is eminently true in relation to the training of the mind. It is a great point gained, if children can from the beginning be made to take a cheerful view of the course which is before them; and to accomplish this, much delicacy as well as firmness of handling is required to keep them out of the sloughs of discouragement, and at the same time persistent in their efforts. Miss Jones is manifestly impressed with the belief that her business is to make her classes move on; and they do move on, with a good degree of alacrity. Miss Parker has taught the Intermediate School three years, and we are glad to be able to give our hearty commendation to her manner of teaching, and to the zeal which she has constantly shown.

In the Abbott Village, Miss Richardson has taken charge of the Primary Department. In each visit to her school we have been impressed with the fact that it is full of vitality, and that the children are eager to show the Committee what they have accomplished. We believe that one of the great secrets of a working school is the having a teacher who succeeds in making upon the scholars the impression that she is herself actively and aggressively at work. Energy produces energy ; life produces life. A constantly active intellect in the teacher will surround her with active intellects, if the material is not wanting ; and Miss Richardson has made it evident that the Primary Department of Abbott Village is full of active and eager little minds. We have not been into any school where the competition is so sharp, or where the children seem to enjoy their work more than they do in this one. It is most refreshing to see children taking the same kind of interest in their recitations that they do in a game of base-ball. On reckoning up the scores at the end of the term it was found that John McKenzie led the first division, and Jane A. Low the second. Miss Locke has had her usual success in the Intermediate Department ; and Miss Ella Merrill, who has for some time occupied the place of assistant, has done satisfactory work with the classes of both departments.

It may seem to the readers of this Report that we have given a disproportionate amount of commendation to the above-mentioned teachers, that the account is, in fact, almost *too* good to be true, and that some slight background of criticism would have made our picture a little more like reality. Undoubtedly our teachers are open to criticism ; in many directions there is room for improvement. But we wish to say that we have not bestowed a word of commendation above what we believe to be merited. And we can sincerely congratulate the Town, in that it has so many hard-working, conscientious, and thoroughly-in-earnest teachers in its schools.

SOUTHERN SCHOOLS.

The Schools in the more Southern section of the town the past year have generally evinced a good degree of improvement. The teachers have been diligent, and the scholars have manifested a fair share of application and industry. Circumstances which surround schools have much to do in the formation of their characters. Well trained and apt teachers devoted to their work are always desirable, and seldom fail to obtain employment in their chosen vocation; but even this class will not secure a large measure of success unless furnished with proper materials for moulding and cultivation. Scholars, as a general thing, exhibit the habits and manners they have learned and practised at home, and the animus developed there is brought to the schools as a controlling influence, even in their changed relation. Indeed, children are miniatures of their parents, the one resembling the other in mental and moral qualities. Parents who really care for the character and prosperity of their schools will never in presence of their children speak disparagingly of teachers, nor readily listen to their complaints against them. It is much easier to kindle a fire than to suppress a conflagration. "Falsehood will travel a thousand miles while Truth is putting on her boots"; and this illustrates the rapid augmentation of an unfounded or erroneous report when once set in motion. Children require wholesome restraints, and not unfrequently prove restive under them, and their representations furnish a very uncertain source of information upon which to form an accurate opinion of the qualifications of teachers and their methods. Parents should visit the schools and thus manifest their interest in the cause of education generally, as well as to encourage and countenance their own teachers and stimulate their children in praiseworthy endeavor. Those parents who never visit their schools often criticize them upon mere hearsay reports. Teachers have a hard task to perform, and are entitled to

sympathy and support. They are liable to make mistakes ; but we should remember "to err is human, to forgive divine." The vocation has its difficulties ; kindly offices and friendly suggestions will greatly alleviate them.

While parents should send their children promptly and regularly to school, they are reminded that their duty does not end there ; they should carefully watch their progress in the studies pursued, and second all efforts of the teachers for the fuller development and greater improvement of their minds. The formation of character comes in as an important factor in education. Correct habits of thought and conduct conduce to sound moral principles. Teachers should inculcate enlarged and honorable views of life and its opening conflicts and responsibilities. "The child is father of the man," and to creditably occupy positions of influence and usefulness requires the best means of preparation afforded. If parents are deficient in knowledge and depraved in morals their conduct will make most lasting impressions on their children, and often render nugatory all the efforts of the teacher. Neglect in one's early education proves a life-long source of regret to him, and it becomes a question of great importance where the responsibility belongs. Higher aims and more ennobling purposes should be entertained by each succeeding generation. It is not enough to do as our fathers did, but our aspirations should be commensurate with advancing civilization.

The Senior Department of the Ballard Vale Schools has been under the instruction of Mr. William G. Poor during the entire year, and it gives us great pleasure to say that he has been pre-eminently successful. Excelling in thoroughness of drill and indefatigable perseverance, he has brought the school up to an elevated standard of excellence. The teacher has been well sustained by the parents in his enthusiastic efforts for the improvement of their children, and all unite in expressing their gratification with the results attained. The first and second terms of the Intermediate Department were under the charge of Miss Julia M. Brown, who had

taught the school for several previous years successively and successfully. At the close of the Fall Term she felt the need of a respite, and temporarily resigned. Miss Lizzie A. Pasho was employed for the winter term, and although it was her first experience in teaching she has shown an aptness in instructing and an ambition in her work which augur well for her future career as an instructor. Miss Mary F. Brown has continued teacher of the Primary School through the year with the same untiring industry and faithful exertions for the good of the little ones under her care which have for several years characterized her efforts in the same position.

Miss Lizzie B. Abbott has continued teacher of the Phillips School, with Miss Augusta S. Tenney as assistant the Spring Term, and Miss Emilie A. Woodbridge the Winter Term. There was no assistant in the summer, and probably will not be one hereafter excepting in the winter. These teachers have acquitted themselves well, and had a fair share of success. Miss Abbott has been the principal teacher for many successive years, and has been untiring in her labors for the success of the school.

The Holt School has continued in charge of Miss Anna M. Stoodley, who by her large experience in teaching, thorough acquaintance with the scholars, and the sustaining co-operation of the parents and friends of education throughout the district, has fully sustained her well-earned reputation of former years.

The first and second terms of the Scotland School were in charge of Miss May A. Manning whose excellent qualifications justly rendered her a general favorite. The Committee regarded her as one of their best teachers, and exceedingly regretted her resignation at the close of the Fall Term, for employment elsewhere. Miss Gertrude S. Wardwell was the successor of Miss Manning in the Winter Term, and her previous experience as a teacher peculiarly fitted her for the position. Her uniform kindness and easy manners won for her the esteem and affection of the pupils.

WEST PARISH SCHOOLS.

The schools in the Frye Village have been in successful operation during the past year. Miss Smith's labors as teacher of the Intermediate Department commenced with the school year, with results satisfactory to the Committee. Her mode of discipline was effective, and the scholars gave repeated evidence of thorough instruction in their studies.

The condition and progress of the Primary School have ever given assurance of the admirable management of its earnest and devoted teacher. There is no place which puts the teacher under so great responsibility as the Primary School. It is of the utmost importance that the young mind should early get the right inclination, that it may be drawn into a fondness for study, and habits of true discipline. To accomplish this it must be adroitly dealt with. When we say, then, that in our judgment the teacher of this school has in a high degree answered the claims upon her in these respects, we need pay her no further tribute of commendation.

The increased average attendance from term to term in the West Centre School, together with the unusually large number in the Winter Term who had neither been absent nor tardy, evinces a growing interest on the part of the scholars in their school. Improvement was noticed as the year progressed not only in the recitations, but in the manner of conducting them. The Committee feel that encouraging progress has been made in much that pertains to the growth and advancement of a school.

The Osgood School has enjoyed the enviable advantage of being instructed another year by the same thorough, accomplished, and experienced teacher. Recitations are so conducted as to bring out the mind of the scholars in their own language. Much attention has been given to reading; and, as a result, there are some very fine readers even among the youngest scholars. The improvement in writing was very apparent. The importance of the work accomplished cannot be over estimated.

The Bailey School maintains its high reputation for scholarship and discipline. The patrons of this school have reason to be grateful for the long-continued services of their faithful teacher. The mutual relation of teacher and scholars is such as to insure success. The attendance during the Winter Term was very irregular, in consequence of the prevalence of the whooping-cough. It was deemed advisable in the midst of the term to close the school for three weeks; yet despite these drawbacks to progress its efficiency was very marked at its close.

The teacher in the North School has pursued a similar course as in years past, with equally good success. Teacher and scholars manifested a mutual and lively interest in their school. The reasons of things were clearly taught, and excellent work was accomplished.

The Abbott School, for a number of years the smallest in town, has doubled its former size, but is still too small for the highest advantage of the scholars. A healthful spirit of emulation cannot be created and maintained where only one, or at most two individuals, constitute a class. The present teacher has succeeded admirably in counteracting this obvious difficulty by imparting from her own store of zeal and interest to the school. Miss Bixby, enjoying the esteem and confidence of the District, was enabled to perform good service.

APPENDIX.

SCHOOL STATISTICS.

CENTRAL GRAMMAR.

	1st Term.	2d Term.	3d Term.
Length of School, in days,	58	60	63
Whole number,	79	102	98
Average attendance,	72	93	87
Per-centage of attendance,	91	91	89
Over 15 years,	8	7	6
Neither absent nor tardy,	22	31	20

SOUTH CENTRE.

INTERMEDIATE DEPARTMENT.

Length of School, in days,	58	59	62
Whole number,	41	39	46
Average attendance,	37	36	41
Per-centage of attendance,	90	92	89
Over 15 years,	0	0	0
Neither absent nor tardy,	4	7	7

FIRST PRIMARY DEPARTMENT.

Length of School, in days,	58	59	62
Whole number,	46	48	44
Average attendance,	39	45	39
Per-centage of attendance,	85	94	89
Under 5 years,	0	0	0
Neither absent nor tardy,	8	18	6

SECOND PRIMARY DEPARTMENT.

Length of School, in days,	58	59	62
Whole number,	55	62	58
Average attendance,	44	52	46
Per-centage of attendance,	80	84	79
Under 5 years,	0	0	0
Neither absent nor tardy,	8	6	3

VILLAGE.

INTERMEDIATE.

	1st Term.	2d Term.	3d Term.
Length of School, in days,	58	60	63
Whole number,	37	41	42
Average attendance,	34	37	36
Per-centage of attendance,	92	90	86
Over 15 years,	0	0	2
Neither absent nor tardy,	21	13	12

PRIMARY.

Length of School, in days,	58	60	63
Whole number,	90	74	62
Average attendance,	77	64	52
Per-centage of attendance,	86	86	84
Under 5 years,	2	0	0
Neither absent nor tardy,	29	8	21

PHILLIPS.

Length of School, in days,	57	60	63
Whole number,	48	46	46
Average attendance,	35	38	38
Per-centage of attendance,	73	83	83
Under 5 years,	1	3	0
Over 15 years,	1	0	1
Neither absent nor tardy,	10	8	9

HOLT.

Length of School, in days,	54	59	63
Whole number,	24	28	27
Average attendance,	18	22	18
Per-centage of attendance,	75	79	67
Under 5 years,	0	0	0
Over 15 years,	0	0	0
Neither absent nor tardy,	1	3	0

SCOTLAND.

	1st Term.	2d Term.	3d Term.
Length of School, in days,	56	60	64
Whole number,	27	22	21
Average attendance,	22	17	18
Per-centage of attendance,	81	77	86
Under 5 years,	1	1	0
Over 15 years,	0	2	6
Neither absent nor tardy,	8	2	1

BALLARD VALE.

SENIOR.

Length of School, in days,	56	60	62
Whole number,	40	41	54
Average attendance,	32	33	44½
Per-centage of attendance,	80	80	82
Over 15 years,	9	8	10
Neither absent nor tardy,	0	3	14

INTERMEDIATE.

Length of School, in days,	57	60	62
Whole number,	36	43	37
Average attendance,	28	37	30
Per-centage of attendance,	78	86	81
Over 15 years,	0	0	0
Neither absent nor tardy,	2	2	2

PRIMARY.

Length of School, in days,	57	60	62
Whole number,	51	52	46
Average attendance,	41	43	38
Per-centage of attendance,	80	83	83
Under 5 years,	1	0	0
Neither absent nor tardy,	4	8	2

FRYE.

SENIOR.

	1st Term.	2d Term.	3d Term.
Length of School, in days,	58	59	62
Whole number,	20	26	21
Average attendance,	18	20	19
Per-centage of attendance,	90	77	90
Over 15 years,	0	0	1
Neither absent nor tardy,	5	8	3

PRIMARY.

Length of School, in days,	57	59	62
Whole number,	43	40	35
Average attendance,	41	35	31
Per-centage of attendance,	95	87	89
Under 5 years,	1	4	3
Neither absent nor tardy,	14	8	10

WEST CENTRE.

Length of School, in days,	58	59	63
Whole number,	27	25	28
Average attendance,	24	24	27
Per-centage of attendance,	89	96	96
Under 5 years,	0	0	0
Over 15 years,	0	0	2
Neither absent nor tardy,	12	13	17

OSGOOD.

Length of School, in days,	58	60	63
Whole number,	30	28	20
Average attendance,	25	24	16
Per-centage of attendance,	83	86	80
Under 5 years,	0	0	0
Over 15 years,	2	2	3
Neither absent nor tardy,	0	3	0

BAILEY.

	1st Term.	2d Term.	3d Term.
Length of School, in days,	59	60	63
Whole number,	19	18	19
Average attendance,	16	17	14
Per-centage of attendance,	84	94	74
Under 5 years,	2	2	1
Over 15 years,	1	0	4
Neither absent nor tardy,	8	7	2

ABBOTT.

Length of School, in days,	58	59	63
Whole number,	12	11	12
Average attendance,	10	10	10½
Per-centage of attendance,	83	91	87
Under 5 years,	1	0	0
Over 15 years,	0	0	0
Neither absent nor tardy,	2	4	2

NORTH.

Length of School, in days,	58	60	63
Whole number,	12	12	13
Average attendance,	11	10	12½
Per-centage of attendance,	92	83	96
Under 5 years,	0	0	0
Over 15 years,	0	0	0
Neither absent nor tardy,	8	3	4

PUPILS WHO HAVE NOT BEEN ABSENT OR TARDY IN THE SEVERAL TERMS.

GRAMMAR SCHOOL.

FIRST TERM. — Marietta Abbott, Mattie E. Foster, Minnie W. Poor, Lizzie A. Tyler, Maggie J. Ward, Angie M. Getchell, Mabel F. Smith, George A. Brown, Fred H. Parker, Charles C. Dean, Henry K. Wilbur, Martha L. Abbott, Mary Nolan, Annie E. Bradshaw, Sarah A. Foster, Mary E. Gilbreth, Florence I. Rowley, Charles W. Brown, John N. Cole, Alfred S. Byers, Frank J. Mason, William G. Chandler.

SECOND TERM. — Marietta Abbott, Amy F. Battles, Angie M. Getchell, Sarah A. Birnie, Cora L. Holt, Jennie Y. Middleton, Alice M. Rea, Laura A. Spence, Joseph F. Abbott, Alfred S. Byers, Charles C. Dean, William J. Barry, John E. Holt, George A. Stevens, Charles H. Cullinane, George A. Higgins, Mary S. Stone, Annie E. Bradshaw, Emma S. Abbott, Lizzie A. Gleason, Carrie T. Manning, Katie O'Brien, Mary A. Robinson, Maggie Sweeney, Edward A. Barnard, Edward H. Chandler, Henry K. Wilbur, William G. Chandler, William Odlin, George D. Ward, George W. Dodson.

THIRD TERM. — Mary Nolan, Mary S. Stone, Amy F. Battles, Annie E. Bradshaw, Florence I. Rowley, Lizzie A. Gleason, Alice M. Rea, Mary A. Robinson, Laura A. Spence, Frank Carleton, Edward H. Chandler, Charles C. Dean, Peter J. Donovan, Joseph S. Thompson, Henry K. Wilbur, William J. Barry, George A. Stevens, Henry Duval, Charles H. Cullinane, George A. Higgins.

SOUTH CENTRE.

INTERMEDIATE DEPARTMENT.

FIRST TERM. — Willie Jenkins, Alice C. Jenkins, John Nolan, George W. Cole.

SECOND TERM. — Clara J. Baldwin, George W. Cole, John Nolan, Cora Mayer, Daniel Hurley, Alice C. Jenkins, Esther O'Donnell.

THIRD TERM. — Clara J. Baldwin, George W. Cole, Isaac H. Clark, John Nolan, Alice C. Jenkins, Willie Jenkins, Cora Mayer.

FIRST PRIMARY DEPARTMENT.

FIRST TERM. — Clara J. Baldwin, Albion J. Burt, Harry Blood, Lillie Cole, Annie Donovan, Willie L. Frye, Henry Sweeney, Minnie Tough.

SECOND TERM. — Anna F. Berry, Eva E. Bodwell, Albion J. Burt, Bernard H. Clark, Edwin R. Clark, Maria J. Carey, Fred P. Berry, Emma Goldsmith, Harry H. Noyes, Annie Daughirtaé, Willie L. Frye, Julia O'Brien, Susan Stevens, George E. Smith, Agnes S. Abbott, George M. Dean, Nellie Nolan, Mary E. Collins.

THIRD TERM. — Anna F. Berry, John Devlin, Willie L. Frye, George M. Dean, Harry H. Noyes, Mary E. Collins.

SECOND PRIMARY DEPARTMENT.

FIRST TERM. — Kittie Barnett, Belle H. Barnett, Alice C. Dean, Ida J. Holt, John V. Holt, George M. Dean, E. Stewart Jenkins, Charles F. Smith.

SECOND TERM. — M. Winnie Burt, Alice C. Dean, Hattie A. Dean, E. Stewart Jenkins, Calvin J. Stone, Willie P. Nolan.

THIRD TERM. — Alice C. Dean, E. Stewart Jenkins, Annie L. Pasho.

VILLAGE.

INTERMEDIATE DEPARTMENT.

FIRST TERM. — Peter Abercrombie, Joseph Bacon, Bella Bowman, Georgiana Bruce, Annie Collange, Minnie Dunleavy, Agnes Duval, John Daley, Patrick Flyne, Lizzie Gleason, Albert Gillin, Andrew Gibson, Bella McCulloch, Jennie Middleton, Mary Robinson, Henry Riley, Patrick Sands, Walter Souter, Frank McManus, Katherine O'Brien, Elizabeth O'Brien.

SECOND TERM. — Peter Abercrombie, Bella Bowman, Albert Gillen, Andrew Gibson, Jemima McIntosh, Frank McManus, Robert Muir, Benjamin Henry, Elizabeth O'Brien, Willie Robinson, Patrick Sands, Walter Souter, Robert Watson.

THIRD TERM. — John Daley, Michael Daley, Andrew Gibson, Albert Gillin, Frank McManus, Lizzie McCoy, Robert Muir, Willie Robinson, William Smith, Walter Souter, Patrick Sands, Thomas Wolfe.

PRIMARY DEPARTMENT.

FIRST TERM. — Cora C. Abbott, Susan Bruce, Thomas Bacon, Willie Bowman, Edward Burke, Annie Burke, Michael Daley, James Duval, Marjory Lowe, Jane A. Lowe, Maggie Lowe, Lottie McIntosh, Stella

McCoy, Joseph McManus, Willie Merys, John McKenzie, Timothy O'Brien, Mary O'Hara, Joseph O'Hara, Alexander Rogers, Willie Robinson, Joseph Robinson, Mary Smyth, James Sands, Joseph Souter, Mary Stack, Edward Goodwin, Austin McKenzie.

SECOND TERM. — Jennie Bowman, Edward Burke, Julius Duval, Mary McManus, Mary O'Hara, Sara Robinson, Stewart Gibson.

THIRD TERM. — Susan Bruce, Charles Bushfield, Edward Burke, James Duval, Julius Duval, Lizzie Gibson, Estella McCoy, Joseph McManus, Willie Merys, James Sands, Joseph Souter, Minnie Tuft, William Wolfe, Thomas Bacon, William Bowman, Michael Flannigan, Jane Lowe, Mary McManus, Mary O'Hara, Austin McKenzie.

PHILLIPS.

FIRST TERM. — Hannah Barry, Carrie Manning, Julia Nolan, George Higgins, Fred Kingman, Frank Higgins, James Nolan, Fred Richardson, John Sweeney, Oscar Timlin.

SECOND TERM. — Elizabeth Barry, Hannah Barry, Julia Nolan, Nora Williamson, Henry Cunningham, Edward Desmond, Fred Richardson.

THIRD TERM. — Elizabeth Barry, Julia Nolan, Nora Williamson, Henry Cunningham, James Nolan, Walter Shea, Daniel Sullivan, James Sweeney.

HOLT.

FIRST TERM. — None.

SECOND TERM. — Sarah P. Blunt, William C. Day, Benjamin Jenkins.

THIRD TERM. — None.

SCOTLAND.

FIRST TERM. — Addie Buxton, Clara Buxton, George Buxton, Ida Buxton, Ella Eaton, Emma Gould, Newton Jaquith, Nellie Woodman.

SECOND TERM. — Anna B. Abbott, Esther M. Gould.

THIRD TERM. — John M. Woodbridge.

BALLARD VALE.

SENIOR DEPARTMENT.

FIRST TERM. — None.

SECOND TERM. — Lucy A. M. Hayward, James M. Murray, Carrie Rayner.

THIRD TERM. — Thomas J. Caffrey, Jennie S. Clark, Effie E. Gile, Harry S. Greene, Abbie A. Hayward, Lucy A. M. Hayward, Annie E.

Jones, Edward E. Kent, Annie M. Morrison, James W. Murray, Daniel H. Poor, John Ryley, Lawrence Ryley, Katie T. Scott.

INTERMEDIATE DEPARTMENT.

FIRST TERM.— John Ryley, Nellie E. Horan.

SECOND TERM.— Sadie E. Haynes, Eddie M. Fessenden.

THIRD TERM.— John Caffrey, Thomas Dailey.

PRIMARY DEPARTMENT.

FIRST TERM.— Emma W. Allen, Lorina M. Hutchinson, Susie Hutchinson, Sarah A. Marsden.

SECOND TERM.— Peter Little, John A. Ryley, Rosilla Conway, Lorina M. Hutchinson, Susie Hutchinson, Mary E. Holroyd, Mary J. Riley, Lucy Walton.

THIRD TERM.— Lorina Hutchinson, Susie Hutchinson.

FRYE VILLAGE.

SENIOR DEPARTMENT.

FIRST TERM.— Frank Donahue, John A. Leitch, Jennie Morrison, David McNabb, Sarah A. Birnie.

SECOND TERM.— Agnes Brown, Nellie Battles, Lottie Hill, Isabella McNabb, Frank Donahue, Bertie Hill, John A. Leitch, David McNabb.

THIRD TERM.— Frank Donahue, Bertie Hill, John Morrison,

PRIMARY DEPARTMENT.

FIRST TERM.— George Barnard, Maggie P. Craig, Bella Craig, Ellen Donahue, Charles W. Dodson, Richard Dodson, Lottie M. Hill, Emily Hill, George E. Hussey, Marion L. Stott, Agnes Morrison, Cora F. Mayer, George A. Mayer, Bella McNabb.

SECOND TERM.— Fred Brown, Francis Craig, Grace Craig, Ellen Donahue, Richard Dodson, Emily Hill, George E. Hussey, James Lindsay, Daniel O'Keefe, Agnes Morrison.

THIRD TERM.— Jessie Campbell, Ellen Donahue, George E. Hussey, Alice M. Hill, Emily Hill, James McCarty, Annie Foster, Agnes Morrison.

WEST CENTRE.

FIRST TERM.— Annie E. Shattuck, May P. Russell, Mary A. Chapman, Johnnie E. Holt, James Murphy, Granville K. Cutler, Nathaniel A. Cutler, Arthur Beard, Horace Beard, William Murphy, Willie Trow, Albert Burt.

SECOND TERM. — Annie E. Shattuck, Carrie B. Webber, Lilly M. Webber, Ella Smith, Mary Sweeney, James Murphy, Granville K. Cutler, Nathaniel A. Cutler, Arthur Beard, Horace Beard, Edwin Lovejoy, Frederic Lovejoy, William Murphy.

THIRD TERM. — Mary Sweeney, May P. Russell, Mary A. Chapman, Angie Burt, Nora Murphy, Maggie Murphy, James Murphy, Granville K. Cutler, Nathaniel A. Cutler, Daniel Haigh, Willie Haigh, Arthur Beard, Horace Beard, Edwin Lovejoy, Frederic Lovejoy, William Murphy, Willie Trow.

OSGOOD.

FIRST TERM. — None.

SECOND TERM. — Lilla E. Bailey, Charles Bailey, Cora Flint.

THIRD TERM. — None.

BAILEY.

FIRST TERM. — Nellie E. Boutwell, Adella M. Boutwell, Freddie S. Boutwell, Arthur T. Boutwell, Chester N. Boutwell, Freddie L. Hardy, Emma L. Hardy, May B. Hardy.

SECOND TERM. — Freddie S. Boutwell, Arthur T. Boutwell, Chester N. Boutwell, Emma L. Hardy, May B. Hardy, Eva A. Hardy, Freddie L. Hardy.

THIRD TERM. — Eddie W. Boutwell, Nellie E. Boutwell.

NORTH.

FIRST TERM. — Lydia Bateman, Joseph Bateman, Willie Bateman, Mary L. Crowley, Katie Crowley, Dennis Crowley, Willie Toye, Minnie Toye.

SECOND TERM. — Dennis Crowley, Katie Crowley, Minnie Toye.

THIRD TERM. — Mary L. Crowley, Katie Crowley, Dennis Crowley, Minnie Toye.

ABBOTT.

FIRST TERM. — Harry P. Collins, Frank R. Runals.

SECOND TERM. — None.

THIRD TERM. — Harry P. Abbott, Frank R. Runals.

TABULAR STATEMENT.

TABULAR

SCHOOLS.	TEACHERS.	Number of Terms
CENTRAL GRAMMAR :	M. Abbie Whitehouse (Prin.), -	3
	Katie W. Cooke (1st Assist.), -	1
	Laura F. Pasho (2d Assist.), -	1
	Laura F. Pasho (1st Assist.), -	2
	Susie M. Wilbur (2d Assist.), -	2
SOUTH CENTRE, Intermediate :	Emma L. Parker, - - - - -	3
1st Primary :	Sarah F. Jones, - - - - -	3
2d Primary :	Frances E. Chandler, - - - - -	3
VILLAGE, Intermediate :	Annie L. Locke, - - - - -	3
Primary :	Mary F. Merrill, - - - - -	1
	Abbie A. Richardson, - - -	2
	Ella F. Merrill (Assist.), - - -	3
PHILLIPS :	Lizzie B. Abbott, - - - - -	3
	Augusta S. Tenney (Assist.), -	1
	Emilie A. Woodbridge (Assist.),	1
HOLT :	Anna M. Stoodley, - - - - -	3
SCOTLAND :	May Alton Manning, - - - -	2
	Gertrude F. Wardwell, - - -	1
BALLARD VALE, Senior :	William G. Poor, - - - - -	3
Intermediate :	Julia M. Browne, - - - - -	2
	Lizzie A. Pasho, - - - - -	1
Primary :	Mary F. Browne, - - - - -	3
FRYE, Senior :	Carrie B. Smith, - - - - -	3
Primary :	Mary E. Jones, - - - - -	3
WEST CENTRE :	Eva M. Goodrich, - - - - -	3
OSGOOD :	Abbie F. C. Burt, - - - - -	3
BAILEY :	Fannie A. Hardy, - - - - -	3
NORTH :	Hannah M. Bixby, - - - - -	3
ABBOTT :	Mary E. Bixby, - - - - -	3

STATEMENT.

Salary per Year.	Largest Number.	Equated Number.	Attendance,		Neither Absent nor Tardy.	Number under 5 years of age.	Number over 15 years of age.
			Average.	Per cent.			
\$822 22 370 00 308 33 370 00 308 33	102	93	81	90	24	0	13
370 00	46	42	38	90	6	0	0
370 00	48	46	41	89	11	0	0
370 00	62	58	47	81	6	0	0
370 00	42	40	36	89	15	0	2
370 00	90	75	64	85	19	2	0
370 00 185 00							
370 00	48	47	37	79	9	3	2
185 00 185 00							
370 00	27	26	19	74	1	0	0
370 00 370 00	27	23	19	81	4	2	7
370 00	54	45	36	81	6	0	15
370 00 370 00	43	39	32	82	2	0	0
370 00	52	50	41	82	5	1	0
370 00	26	22	19	86	5	0	1
370 00	43	39	36	90	11	4	0
370 00	28	26	25	94	14	0	2
370 00	38	26	22	83	1	0	3
370 00	19	19	16	84	6	2	4
370 00	13	12	11	90	5	0	0
308 33	12	12	10	87	3	1	0

ORGANIZATION OF SCHOOL COMMITTEE
FOR 1877-78.

Henry R. Wilbur, Chairman,	Term expires, 1880.
Samuel H. Boutwell, Secretary,	Term expires, 1878.
George Foster, Auditor,	Term expires, 1879.

Sub-Committee on :

Central Grammar, South Centre, and Village Schools,
Henry R. Wilbur.

Phillips, Scotland, Holt, and Vale Schools, George
Foster.

Frye, West Centre, Osgood, Bailey, Abbott, and North
Schools, Samuel H. Boutwell.

REPORT
OF THE
SCHOOL COMMITTEE
OF THE
TOWN OF ANDOVER,
FOR THE YEAR 1877-78.



ANDOVER:
PRINTED BY WARREN F. DRAPER.
1878.

REPORT.

A noted Scottish divine, once travelling by stage, observed that one of the horses connected with the vehicle showed signs of fright at an object by the road. The driver, however, by a timely touch of his lash, so well diverted the animal's attention that the point was speedily and safely passed. The traveller's busy mind caught, in this trivial incident, the suggestion of a principle, grand in its nature, wide in its application. His thoughts, in fact, grew into an elaborate discourse, which came into the hands of the public, with the title, "The Expulsive Power of a New Affection."

Well may the practical educator mark the truth and force of this grand principle! It has been truly said, "Fill up the bag with wheat, and there'll be no room for chaff." Pre-occupy the mind with sound knowledge; create a love for learning; stimulate the higher faculties; and these nobler powers, tastes, and acquisitions will dominate the lower ones. This is simply the rational and sure process of the Creator's grand law of development. We work thus in line with that beneficent arrangement which so encouragingly repays the effort to secure that the "fittest" shall survive in the world of mind and morals.

The State, under a profound conviction of the importance of this and kindred principles, assumes a chief guardianship of the interests of common education, introducing, and if necessary even enforcing, such wise regulations as shall insure to the children in every nook and corner of the commonwealth, such an extent of training and instruction as shall, at least, furnish a safeguard against ignorance and idleness, with their associate evils.

It would seem to be wisdom on the part of those to whom the Town entrusts the care of educational affairs to co-operate faithfully with the State in furthering these ends, and also to avail themselves as fully as possible of the various aids and appliances by which the State seeks to encourage a vigorous and advanced policy in their local work.

In this line of procedure, the Committee passed a resolution to the effect that in the selection of teachers, other things being equal, preference shall be given to the graduates of our Normal Schools. This action surely will not be thought invidious nor unnecessary by any who duly consider the demands of our schools at the present day for skilled and thoroughly competent teachers.

Further, in accordance with an already-existing By-law of the Town, a "Truant Committee" has been appointed, consisting of Mr. O. B. Howarth and Warren Mears, Jr. It is enough to say that work in this department has been begun; indeed, the simple fact of the existence of such a Committee has unquestionably a good effect in restraining truancy and vagrancy in the community.

The necessary application of the law requiring twenty weeks' attendance at school each year, before children can be employed in the mills, etc., caused some annoyance, at first. Plans were disturbed, and complaints were numerous. Nor were the Committee themselves wholly unprepared to sympathize with aggrieved parties. The change precipitated so sudden an increase of attendance at certain schools that it was found difficult to accommodate the pupils. These drawbacks, however, being only temporary and incidental, are not to be mentioned as in any wise questioning the wisdom and necessity of the new requirement. We think that in the long run all parties will acquiesce in the measure as one highly beneficial.

The Treasurer of the "Proprietor's Fund," Mr. John Abbott, having placed the interest of the same, ninety-six dollars, in the hands of the Committee, to be expended at their discretion, agreed that the proceeds from this source

should be applied to the purchase of globes, maps, and similar apparatus for the several schools, as required.

Our fellow citizens are to be congratulated on the completion, virtually, of the commodious building intended to accommodate the Centre Grammar and two Intermediate Schools. It was hoped that these spacious and inviting apartments would welcome their occupants at the beginning of the present term. Desirable, indeed, this would have been on many accounts; but a short delay, and a more deliberate arrangement may have been wiser, even if it had not been necessitated. Not to anticipate the detailed Report of the Building Committee, to be duly presented to the Town, we may call attention to the fact that the new location certainly affords plenty of fresh air, and ample playgrounds, requisites great, but not always supplied; and which will be all the better appreciated by pupils emancipated from their present contracted quarters. The distance from resident neighbors is likewise suggestive of great peace and comfort to all parties. Even the ubiquitous base-ball can no longer extenuate the ransacking of private premises, on the plea that it has "gone over the fence," or crashed through a window.

Through the influence of Rev. Francis H. Johnson, whose experience on the School Committee, and thoughtful attention to detail in arrangements for comfort, health, and efficiency as connected with work in the school-room, furnished many valuable suggestions, the services of Mr. George A. Clough, as architect, were secured, at a very moderate compensation. This gentleman, having had many years' experience in supervising this department of work in the Boston schools, may be considered second to none in qualifications for this branch of business. The last Report of the schools of Boston, by Superintendant Philbrick, makes honorable recognition of Mr. Clough's ability. We desire that our citizens will visit for themselves and thoroughly inspect the rooms, halls, heating and ventilating apparatus, and appliances in general for the comfort and convenience of

about two hundred and forty pupils, with their teachers, for whose use the building was designed. We can hardly forbear, in this connection, to say that the beautiful and finished "graining" that will meet their eye in the several rooms is the work of our fellow townsman, Mr. H. J. Newman. It has been pronounced, by good authority, a "work of art," to which it would be difficult to find an equal, in its line.

The year on which we enter will stand conspicuously in the annals of our Town, and of the progress of higher education. The Centennial celebration of the origin and growth of the Academy which has played so large a part in giving renown to Andover as a seat of learning, will serve in a marked and most happy degree to deepen a sense of the value of all those instrumentalities by which mind can be expanded, stored, and equipped for its unmeasured possibilities of usefulness, and for its high destiny. The true development of intellect in any direction and at any stage is a pleasing object of contemplation. In the higher education and in the lower, as it is sometimes designated (though it would be more correctly styled the earlier), the great work is one. Parts they are of a connected whole, as the humble, hidden root is part and parcel of the tree, and as the superstructure and foundation together make the stately building. The wise architect scans with honorable satisfaction the towering, massive monument which his skill designed to stand as a land-mark through the passing centuries; how well, also, he looked to the preparation, by long and thoughtful calculation, of a base so broad and deep and strong that it might bear forever the granite pile which rests upon it! Let the teachers who have access to our children in their earliest and most susceptible years, to whom so largely belongs the task of laying the foundations of mental character, duly consider their honorable and responsible work. Theirs is not only the immediate reward which is found in a present success, but one which may be found, also, in all future growth and fruitage that shall develop from the tender plant they nourished with a patient and industrious care.

CENTRAL GRAMMAR, SOUTH CENTRE, AND VILLAGE SCHOOLS.

A general survey of the schools will show, the Committee think, that, taken as a whole, they were never in better working condition. The year is not marked by many striking changes, nor by the introduction of brilliant, yet doubtful experiments. Confidence, "that plant of slow growth," is had in the persons, spirit, methods, and performances of our corps of teachers, a good part of whom have long labored among us.

The Central Grammar School has held on its way successfully, which, in view of its past record, is saying, perhaps, enough. Ardor, which we might suppose it would be hard to inspire under the forbidding influences of insufficient accommodations within and without, may have been sustained by the near prospect of adjourning *sine die*, so far as present quarters are concerned.

The three schools in the South Centre building are also giving good satisfaction. The little ones of the youngest department seem wide awake and fairly to enjoy themselves in the varied and sprightly exercises of the school. The pupils of the next division, in the cramped and crowded room above, testify to painstaking and also to very patient supervision; the teacher having far too much experience of the perplexity of conducting "the pursuit of knowledge under difficulties." As soon as possible, on the transfer of the Intermediate department in this building to the new school-house, this school will occupy the ample room thus vacated. In the Intermediate school an overflow of attendance and other necessary interruptions were somewhat embarrassing. But the situation being hopefully met, a vigorous management has brought the school along successfully. The recitations are prompt; and good, thorough work is done in taking the pupils over the required ground.

Crossing the Shawshin, we come to the Village Schools, as they are called. The larger building contains the youngest

and also the oldest pupils ; the smaller building being devoted to the higher division of the Primary department. With both these Primary schools the Committee may express themselves well pleased ; as also with the Intermediate, which, in a word, enjoys an “ established reputation.”

ADMISSION TO GRAMMAR SCHOOL. Inquiries being often made as to what qualifications are necessary in order to enter this school, they are here given, viz. In Arithmetic the pupil must have gone as far as Reduction, readily performing examples in Long Division. In Geography the Primary book is supposed to have been learned ; Spelling, as far as page 60 in Sargent’s Speller ; in Oral Arithmetic, to page 93 of Eaton’s Intellectual. The pupil should have practised writing in the three books in order, say of “ Payson and Dunton,” and he should have read through the Fourth Reader.

SOUTHERN SCHOOLS.

The schools in the southern section of the Town, the past year, have generally been successful, especially those at Ballard Vale and in the Holt and Scotland districts. Their uniform prosperity and improved condition affords the Committee much gratification, and elicits their cordial commendation. While this has been the rule, it ought to be said that the first and second terms of the Phillips School, from circumstances beyond the control of the Committee, proved an exception, and did not fully meet their expectations. Of the four teachers employed during these two terms, three did not possess sufficient physical strength for the service required, and the fourth resigned for a situation as teacher among the freedmen in the South. Miss Kate Terhune, who had taught in Tewksbury three years, to very great acceptance, with a laudable ambition took charge of the school the last term ; and it is on the ascending scale, and hopeful for the future. The evil of getting *dismissed* prevails to a

greater extent in this school than in any other, and must be remedied. Sometimes it is necessary, but generally not so. Parents and teachers should see that this practice is abated, or greatly restricted.

We judge our schools by comparison; and some of them having for years been under the instruction of the same tried and experienced teachers, appreciated and sustained by the parents of the scholars, show a good degree of improvement, and give evidence of thorough work; while others, not favored in these respects, furnish less satisfactory results. Good machinery requires skilful management, and the most desirable goods are manufactured from the best of materials. Both are indispensable to complete success. A teacher must apply herself assiduously to her vocation from her love of it, and be constantly prompted by an earnest desire to make herself useful. Such we believe to be the character of those now employed, and they have had the cordial co-operation of the parents in their earnest efforts to improve the minds of their children. The Committee keenly feel the failure of a school to meet reasonable expectations. The early training of children is of paramount importance, and they should be afforded the best facilities for learning the rudiments of an education. If the foundation is laid with care, it will safely sustain the superstructure erected upon it. To begin correctly is necessary for the successful accomplishment of any object; and this rule applies with special force to the early education of the young. By the cheerful and earnest co-operation of Committee, teachers, parents, and scholars, it is hoped the ensuing year may develop greater and better results than any previous one.

WEST PARISH SCHOOLS.

A good year's work has been accomplished in this section of the Town. It is seldom that we are able to record so uniform success in all the schools as it is our privilege to

do for the past year. This, we believe, is largely due to the fact that the same corps of teachers have held the same positions filled by them the previous year, and have remained in them, with one exception, to its close. They entered upon their work with a knowledge of the habits and qualifications of each of their pupils—a vantage ground which none but the experienced teacher or one well used to the working of schools can understand. The time required for the new incumbent to acquaint herself with the machinery of her school, and put it in running order, will enable the old teacher to get well started in her term's work—an advance which she will hold, other things being equal, to the close.

While as a general rule we consider it for the interest of our schools to retain the same teacher term after term, and perhaps year after year, yet it occasionally happens that a change becomes a necessity, though the teacher on the whole be deemed a good one. As among our scholars we seldom find one that has an equal taste for all the branches studied, but in time his choice will show itself in the difference of proficiency attained in those branches, so our teachers, unless due care is taken, will find their classes betraying their preference in teaching by exhibiting evidence of better training in some studies than in others. The effect of this may be hardly perceptible in a single term; but if allowed to continue a succession of terms, the standard of the class will be so far below the average as to call for a change of teachers to restore the equilibrium. The reason may be really supposed to be that the scholars are unusually dull, from some natural deficiency in their mental structure, which renders them unable to understand some studies, though in others they are as quick as the generality of scholars. In individual cases this may be true, but as applying to classes we are unwilling to admit it. We believe the brains to be about equally distributed in the different districts; and if all had been submitted to the same mental drill, the children of one district would not be found to be painfully slow and dull,

and in another generally active and bright. If this be true, we infer, when we see a school or a class falling behind the average acquirements of other schools, the cause to be in the quality of the drill to which they have been submitted.

It gives us pleasure to be able to report that earnest endeavor has characterized the teachers. They have been awake to their responsibility, and though in every particular they have not accomplished all that could be desired, yet the average results of the year are above the average of years.

The Osgood and Bailey Schools still hold the ascendancy in mathematical attainments, showing by correct and rapid solutions a thorough knowledge of the principles passed over. These schools also exhibit evidence of much care in reading. In the latter school considerable attention has been given to composition. Some creditable selections were read on examination day. The attendance also was the best in town, being over ninety-three per cent for the year. The balance in these schools is well preserved, in every particular ranging above the average.

A noticeable feature in the West Centre School was the interest manifested on the part of the scholars by their regular and prompt attendance as exhibited by the register. There are some excellent readers in this school. The classes in written arithmetic are not quite up to the required standard.

The ranks of the Frye Schools were considerably broken by the prevalence of the measles in the Fall Term, making it very difficult for the teachers to accomplish what they desired. But through their earnest and untiring efforts the schools have fully maintained their former excellent standing.

The Abbott and North Schools have pursued the even tenor of their way under the same efficient teachers. Good order was preserved, and the work was thoroughly accomplished. The schools still remain small; but a good degree of life was apparent.

APPENDIX.

SCHOOL STATISTICS.

CENTRAL GRAMMAR.

	1st Term.	2d Term.	3d Term.
Length of School, in days,	57	57	68
Whole number,	94	102	99
Average attendance,	81	90	94½
Per-centage of attendance,	86	88	95.5
Over 15 years,	8	2	4
Neither absent nor tardy,	20	25	31

SOUTH CENTRE.

INTERMEDIATE DEPARTMENT.

Length of School, in days,	56½	57	67
Whole number,	47	52	56
Average attendance,	41	49	51
Per-centage of attendance,	87	94	91
Over 15 years,	0	0	0
Neither absent nor tardy,	12	7	12

FIRST PRIMARY DEPARTMENT.

Length of School, in days,	56½	57	67
Whole number,	47	43	44
Average attendance,	42	35	40
Per-centage of attendance,	89	81	91
Under 5 years,	0	0	0
Neither absent nor tardy,	19	8	14

SECOND PRIMARY DEPARTMENT.

Length of School, in days,	56½	57	67
Whole number,	79	49	45
Average attendance,	69	38	37
Per-centage of attendance,	87	77	82
Under 5 years,	0	0	0
Neither absent nor tardy,	8	5	8

VILLAGE.

INTERMEDIATE.

	1st Term.	2d Term.	3d Term.
Length of School, in days,	57	59	67
Whole number,	36	34	35
Average attendance,	31.5	31	31
Per-centage of attendance,	87.5	91	89
Over 15 years,	0	2	4
Neither absent nor tardy,	9	7	9

FIRST PRIMARY.

Length of School, in days,	57	59	67
Whole number,	76	43	40
Average attendance,	62	36	34
Per-centage of attendance,	82	84	85
Under 5 years,	3	2	3
Neither absent nor tardy,	19	3	9

SECOND PRIMARY.

Length of School, in days,		59	67
Whole number,		36	36
Average attendance,		29	33
Per-centage of attendance,		80.5	91.5
Under 5 years,		0	0
Neither absent nor tardy,		4	10

PHILLIPS.

Length of School, in days,	58	58	68
Whole number,	45	45	46
Average attendance,	31	32	38
Per-centage of attendance,	70	71	83
Under 5 years,	1	0	0
Over 15 years,	0	0	2
Neither absent nor tardy,	2	0	3

HOLT.

Length of School, in days,	58	59	66
Whole number,	30	27	31
Average attendance,	25	22	23
Per-centage of attendance,	83	82	74
Under 5 years,	1	0	0
Over 15 years,	1	0	3
Neither absent nor tardy,	7	3	6

SCOTLAND.

	1st Term.	2d Term.	3d Term.
Length of School, in days,	58	57	69
Whole number,	22	30	25
Average attendance,	18	25	22
Per-centage of attendance,	82	83	88
Under 5 years,	2	0	0
Over 15 years,	0	1	7
Neither absent nor tardy,	5	5	7

BALLARD VALE.

SENIOR.

Length of School, in days,	57	60	68
Whole number,	53	40	51
Average attendance,	46	35	40
Per-centage of attendance,	87	87.5	78
Over 15 years,	7	7	7
Neither absent nor tardy,	7	13	7

INTERMEDIATE.

Length of School, in days,	57	60	68
Whole number,	34	46	36
Average attendance,	29	44	33
Per-centage of attendance,	85	95.5	91.5
Over 15 years,	0	1	0
Neither absent nor tardy,	3	10	4

PRIMARY.

Length of School, in days,	57	60	68
Whole number,	57	52	42
Average attendance,	46	46	38
Per-centage of attendance,	81	88	90
Under 5 years,	2	4	1
Neither absent nor tardy,	5	16	20

FRYE.

INTERMEDIATE.

Length of School, in days,	57½	58	67
Whole number,	20	33	28
Average attendance,	19	28	23
Per-centage of attendance,	95	85	82
Over 15 years,	0	0	0
Neither absent nor tardy,	3	4	4

PRIMARY.

	1st Term.	2d Term.	2 Term.
Length of School, in days,	57½	58	67
Whole number,	41	35	36
Average attendance,	34	28.5	32
Per-centage of attendance,	83	81	89
Under 5 years,	6	1	2
Neither absent nor tardy,	9	7	6

WEST CENTRE.

Length of School, in days,	59	60	68
Whole number,	27	27	26
Average attendance,	24	25	24
Per-centage of attendance,	89	92	92
Under 5 years,	0	0	0
Over 15 years,	1	1	0
Neither absent nor tardy,	10	4	6

OSGOOD.

Length of School, in days,	57	60	68
Whole number,	26	21	24
Average attendance,	24	18½	19
Per-centage of attendance,	92	88	79
Under 5 years,	0	0	0
Over 15 years,	3	2	6
Neither absent nor tardy,	7	9	2

BAILEY.

Length of School, in days,	58	60	68
Whole number,	15	15	18
Average attendance,	14	14	17
Per-centage of attendance,	93	93	94
Under 5 years,	1	0	0
Over 15 years,	0	0	3
Neither absent nor tardy,	8	9	5

ABBOTT.

	1st Term.	2d Term.	3d Term.
Length of School, in days,	59	60	68
Whole number,	13	12	13
Average attendance,	11	10	5
Per-centage of attendance,	84.5	83	40
Under 5 years,	0	0	0
Over 15 years,	0	0	0
Neither absent nor tardy,	3	2	2

NORTH.

Length of School, in days,	58	60	69
Whole number,	11	12	10
Average attendance,	9.3	9.5	8
Per-centage of attendance,	84.5	79	80
Under 5 years,	0	0	0
Over 15 years,	0	0	0
Neither absent nor tardy,	3	2	1

PUPILS WHO HAVE NOT BEEN ABSENT OR TARDY IN THE SEVERAL TERMS.

GRAMMAR SCHOOL.

FIRST TERM. — Marietta Abbott, Mary Nolan, Mary S. Stone, Alicia Young, Alfred S. Byers, Joseph Thompson, Henry K. Wilbur, Amy F. Battles, Annie E. Bradshaw, Angie M. Gatchell, Mabel F. Smith, Henry Duval, John E. Holt, Lizzie A. Gleason, Alice M. Rea, Mary A. Robinson, Maggie Sweeney, Joseph A. Bacon, Connie Sullivan, Charles H. Cullinane.

SECOND TERM. — Angie M. Gatchell, Florence I. Rowley, Daniel Collins, Harry S. Greene, John E. Holt, Daniel H. Poor, Emma S. Abbott, Sarah A. Birnie, Maggie Dear, Lizzie A. Gleason, Kate O'Brien, Mary A. Robinson, William Odlin, Thomas J. O'Brien, Arthur S. Wilbur, Annie Barry, Annie H. Colange, Carrie Stott, Peter Abercrombie, George W. Cole, Frank McManus, Daniel A. Mixer, James E. Nolan, John Nolan, Robert A. Watson.

THIRD TERM. — Amy F. Battles, Angie M. Gatchell, Lottie M. McRae, Florence I. Rowley, Grace C. Thayer, Daniel Collins, Louis G. Flagg, John E. Holt, John McManus, Daniel H. Poor, Maggie Dear, Lizzie A. Gleason, Carrie T. Manning, Alice M. Rea, Laura A. Spence, Annie Scott, Albert L. Gillin, Annie Barry, Clara Bell, Sarah P. Blunt, Nora Williamson, Kate J. Roach, George W. Cole, Andrew Gibson, Wilmer F. Jenkins, Frank McManus, Daniel A. Mixer, James E. Nolan, John Nolan, Walter Souter, Robert A. Watson.

SOUTH CENTRE.

INTERMEDIATE DEPARTMENT.

FIRST TERM. — Jennie Abbott, Mamie F. Bean, Annie Barry, John Burns, Clara J. Baldwin, George W. Cole, Alice C. Jenkins, Wilmer F. Jenkins, Cora Mayer, Warren L. Johnson, James E. Nolan, Esther O'Donnell.

SECOND TERM. — Clara J. Baldwin, Lillie E. Cole, Minnie Cullinane, Annie Donovan, Daniel Hurley, Nellie Marooney, Susie Stevens.

THIRD TERM. — Albion J. Burt, Clara J. Baldwin, Eddie Clark, Isaac H. Clark, Carrie Crossley, Minnie Cullinane, John Devlin, George Healey, Addie Overlock, Charles Plummer, George E. Smith, Willie Woods.

FIRST PRIMARY DEPARTMENT.

FIRST TERM.—Minnie Cullinane, Nellie Nolan, Mary E. Collins, Addie Overlock, Lillie E. Cole, Charles A. Plummer, Maria J. Carey, Naomi G. Pingree, Joseph A. Dennison, Hattie F. Wardwell, Willie L. Frye, Agnes S. Abbott, George Healey, Willie T. Burns, Hattie L. Johnson, Fred P. Berry, George H. Mayer, George M. Dean, Ida Holt.

SECOND TERM.—James Allen, Willie T. Burns, Belle H. Barnett, Emma L. Goldsmith, John Haggerty, Willie R. Merys, Henry Merys, Herman G. Smith.

THIRD TERM.—Agnes S. Abbott, Fred P. Berry, Willie T. Burns, Catharine Barnett, Fred R. Chandler, George M. Dean, Willie R. Merys, Nellie Nolan, Annie L. Pasho, James Allen, John Driscoll, E. Stewart Jenkins, Henry Merys, John Williamson.

SECOND PRIMARY DEPARTMENT.

FIRST TERM.—Ellen Cullinane, Kate Schofield, William Doherty, John Doherty, Willie R. Merys, E. Stewart Jenkins, Charles B. Barnard, William P. Nolan.

SECOND TERM.—John Burns, William Crowley, Michael Crowley, Hattie L. Dean, Katie O'Brien.

THIRD TERM.—Florence I. Abbott, Michael Crowley, Kate Cullinane, Hattie L. Dean, Kate Dunleavey, Annie Driscoll, William P. Nolan, Kate Schofield.

VILLAGE.

INTERMEDIATE DEPARTMENT.

FIRST TERM.—Maggie Buchan, Michael Daley, Maggie Dear, Nellie Buchan, Andrew Gibson, Lizzie McCoy, Timothy O'Brien, Willie Robinson, Robert Watson.

SECOND TERM.—Nellie Buchan, George Daughirtaé, Lottie McIntosh, Bella McCulloch, James Quailey, Willie Robinson, Annie Daughirtaé.

THIRD TERM.—Nellie Buchan, Stephen Dunleavey, John Dailey, Bennie Henry, Marjory Lowe, Lizzie McCoy, Fannie Meldrum, Willie Robinson, James Smith.

FIRST PRIMARY DEPARTMENT.

FIRST TERM.—William Bowman, Jennie Bowman, Charles Bushfield, Edward Burke, Sarah Burke, Annie Burke, Thontas Bacon, Nellie Bacon, James Duval, Isabella Duval, Michael Flannigan, Sylvester Goodwin, Isabella Lowe, Lizzie Moynihan, Mary McManus, Mary O'Hara, Thomas O'Hara, Sarah Robinson, William Wolfe.

SECOND TERM.—John Meldrum, Mary McManus, Cora Tough.

THIRD TERM.—John Buchan, James H. Bain, Julius A. Duval, Thomas O'Hara, Joseph Souter, Annie E. Burke, Sadie E. Burke, Annie Collins, Mary McManus.

SECOND PRIMARY DEPARTMENT.

FIRST TERM. — No School.

SECOND TERM. — Sylvester Goodwin, Jane A. Lowe, Mary Nolan, Mary A. Warden.

THIRD TERM. — Edward Burke, Charles Bushfield, Mary Collins, Louis A. Dane, James Duval, Lizzie Moynihan, Stella McCoy, Joseph McManus, Mary A. Warden, Mary Nolan.

PHILLIPS.

FIRST TERM. — Maggie Nolan, Nora Williamson.

SECOND TERM. — None.

THIRD TERM. — Joseph Blunt, Henry Cunningham, Daniel Sweeney.

HOLT.

FIRST TERM. — Annie D. Holt, Bessie M. Jenkins, Ada M. Suart, Mary E. Suart, Allen F. Abbott, Fred C. Harnden.

SECOND TERM. — Bessie M. Jenkins, Lillie H. Woodbridge, Fred C. Harnden.

THIRD TERM. — Johanna Donovan, Annie McCarty, Minnie McCarty, Lillie H. Woodbridge, Fred C. Harnden, Sumner B. Davis.

SCOTLAND.

FIRST TERM. — Anna B. Abbott, Addie M. Buxton, Clara Buxton, Emma E. Gould, Etta M. Gould, Frank L. Holt, Ida M. Mathews.

SECOND TERM. — Anna B. Abbott, Emma E. Gould, Etta M. Gould, Susie K. Jones, Lizzie Mason.

THIRD TERM. — Anna B. Abbott, Susie K. Jones, Freddie H. Jones, John W. Nuckley, Lillie W. Nuckley, Mary C. Parker, John Woodbridge.

BALLARD VALE.

SENIOR DEPARTMENT.

FIRST TERM. — Nellie Buck, Lucy Hayward, Letitia W. Hutchinson, Mary Hutchinson, Annie T. McAllister, Daniel H. Poor, Kate Riley.

SECOND TERM. — Nellie Buck, Mary Caffrey, Thomas Caffrey, Annie Clemons, Maynard Clemons, Abbie Hayward, Lucy Hayward, Annie Jones, William Lawrence, Lizzie Mears, John Riley, Mary Scott, Agnes Winston.

THIRD TERM. — Maynard Clemons, Eddie Fessenden, Lucy Hayward, John Riley, Flora Salmond, Patrick Turner, Joseph Weissbach.

INTERMEDIATE DEPARTMENT.

FIRST TERM. — Lorena M. Hutchinson, Ida E. Morrison, Flora L. Salmond.

SECOND TERM. — Freddie Butterworth, Thomas Daily, Helen Dobe, John Flynn, Lorena M. Hutchinson, Nellie Flaherty, Mary Riley, Eddie Scott, Flora L. Salmond, Patrick Turner.

THIRD TERM. — Rosella Conway, Lorena M. Hutchinson, Nellie Perry, Mary Riley, Eddie Scott.

PRIMARY DEPARTMENT.

FIRST TERM. — James L. Bonner, Rosella Conway, Thomas Horan, Rosa Riley, John Riley.

SECOND TERM. — Delia Caffrey, Maggie Caffrey, Robert Clemons, Kittie Clemons, Annie Conway, Nellie Dailey, Julia Dailey, Maggie Horan, Mary Horan, Thomas Horan, Fannie Holroid, John Hutchinson, Susie Hutchinson, Mary McAllister, Abbie Mears, Eddie Miller, John Riley.

THIRD TERM. — Robert Clemons, Annie Conway, Nellie Dailey, Lucy Derrah, Thomas Horan, Fannie Holroid, Mary Holroid, Mary Hudson, John Hutchinson, Susie Hutchinson, Minnie McAllister, Northey Marland, Willie Mathews, Eddie Poor, George Riley, Henry Riley, John Riley, Clara Saunders, Nathaniel Saunders, Eddie Weissbach.

FRYE.

INTERMEDIATE DEPARTMENT.

FIRST TERM. — Frank Donahue, John Leitch, John Morrison, Isabella McNab.

SECOND TERM. — Nellie Donahue, Bertie Hill, Isabella McNab, James Lindsay.

THIRD TERM. — Ellen Donahue, Frank Donahue, Bertie Hill, John Morrison.

PRIMARY DEPARTMENT.

FIRST TERM. — Ellen Donahue, Annie Fortis, Emily Hill, James McCarty, Marion L. Stott, Aggie Morrison, John W. White, Stephen White, George E. Hussey.

SECOND TERM. — John W. Birney, Herbert Barker, Richard A. Dodson, Annie F. Fortis, Emily Hill, Frank Phillips, John W. White.

THIRD TERM. — Jessie Campbell, Emily M. Hill, George E. Hussey, Nellie E. McRae, John W. White, Stephen White.

WEST CENTRE.

FIRST TERM. — Mary Chapman, James Murphy, Granville K. Cutler, Nathaniel A. Cutler, Arthur Beard, William Murphy, Willie Trow, Willie Cutler, Daniel Murphy.

SECOND TERM. — Nathaniel A. Cutler, Granville K. Cutler, Lizzie O'Hara, Frances O'Hara.

THIRD TERM. — Granville K. Cutler, Daniel H. Haigh, Angie M. Burt, Lewis A. Blood, James A. Murphy, Annie E. Shattuck.

OSGOOD.

FIRST TERM. — Willie Bailey, Clara Batchelder, Franklin N. Chase, Annie Chase, Barilla Shedd, Hattie Lovejoy, Franklin Moulton.

SECOND TERM. — Clara Batchelder, Annie Chase, Eugene Bolger, Mabel Flint, Henry Farwell, Angeline Kenneson, Isabella Kenneson, Lizzie Moulton, Charlie Moulton.

THIRD TERM. — Annie Chase, Franklin N. Chase.

BAILEY.

FIRST TERM. — Nellie E. Boutwell, Lydia J. Boutwell, Hattie Boutwell, Freddie S. Boutwell, Arthur T. Boutwell, Chester N. Boutwell, Emma L. Hardy, Mary B. Hardy.

SECOND TERM. — Nellie E. Boutwell, Lydia J. Boutwell, Hattie Boutwell, Freddie S. Boutwell, Clarence Edwards, Freddie L. Hardy, Emma L. Hardy, May B. Hardy, Eva A. Hardy.

THIRD TERM. — Freddie S. Boutwell, Arthur T. Boutwell, Chester N. Boutwell, Freddie L. Hardy, Emma L. Hardy.

ABBOTT.

FIRST TERM. — Anna L. Abbott, Eva E. Abbott, Olive J. Lovejoy.

SECOND TERM. — Anna L. Abbott, Eva E. Abbott.

THIRD TERM. — Harry P. Abbott, Lottie J. Bennett.

NORTH.

FIRST TERM. — Katie Crowley, Dennis Crowley, Alice B. Luscomb.

SECOND TERM. — Katie Crowley, Dennis Crowley.

THIRD TERM. — Lydia Bateman.

TABULAR

SCHOOLS.	TEACHERS.	Number of Term
CENTRAL GRAMMAR :	M. Abby Whitehouse (Prin.), -	3
	Laura F. Pasho (1st Assist.), -	3
	Susie M. Wilbur (2d Assist.), -	3
SOUTH CENTRE, Intermediate :	Emma L. Parker, - - - - -	3
1st Primary :	Sarah F. Jones, - - - - -	3
2d Primary :	Frances E. Chandler, - - - -	1
	Abbie A. Richardson, - - - -	2
VILLAGE, Intermediate :	Annie L. Locke, - - - - -	3
1st Primary :	Abbie A. Richardson, - - -	1
	Ella F. Merrill (Assist.), - - -	1
	Mary F. Brown, - - - - -	2
2d Primary :	Ella F. Merrill, - - - - -	2
PHILLIPS :	Emilie A. Woodbridge, - - -	1
	Lizzie B. Abbott, - - - - -	1
	Kate Terhune, - - - - -	1
HOLT :	Anna M. Stoodley, - - - - -	3
SCOTLAND :	Gertrude F. Wardwell, - - -	1
	May Alton Manning, - - - -	2
BALLARD VALE, Senior :	William S. Kennedy, - - - -	} 1
	William G. Poor, - - - - -	
	Ella M. Clark, - - - - -	
Intermediate :	Julia M. Browne, - - - - -	1
	Lizzie A. Pasho, - - - - -	2
Primary :	Lizzie A. Pasho, - - - - -	1
	Sarah F. Holmes, - - - - -	2
FRYE, Intermediate :	Carrie B. Smith, - - - - -	3
Primary :	Mary E. Jones, - - - - -	3
WEST CENTRE :	Eva M. Goodrich, - - - - -	1
	Lucia G. Merrill, - - - - -	2
OSGOOD :	Abbie F. C. Burt, - - - - -	3
BAILEY :	Fannie A. Hardy, - - - - -	3
NORTH :	Hannah M. Bixby, - - - - -	3
ABBOTT :	Mary E. Bixby, - - - - -	3

STATEMENT.

Salary per Year.	Largest Number.	Equated Number.	Attendance,		Neither Absent nor Tardy.	Number under 5 years of age.	Number over 15 years of age.
			Average.	Per cent.			
\$844 45 380 00 316 66	102	98	88	90	25	0	10
380 00	56	52	47	91	10	0	0
380 00	47	45	39	87	14	0	0
380 00 380 00	79	58	48	82	7	0	0
380 00	36	35	31	89	8	0	4
380 00 190 00 380 00	76	53	44	84	10	6	0
380 00	36	36	31	86	7	0	0
380 00 380 00 380 00	46	45	34	75	2	1	2
380 00	31	29	23	80	5	1	4
380 00 380 00	30	26	22	84	6	2	8
380 00 456 00	53	48	40	84	9	0	12
380 00 380 00	46	38	35	91	6	0	1
380 00 380 00	57	50	43	86	14	5	0
380 00	33	27	23	87	4	0	0
380 00	41	37	31	84	7	8	0
380 00 380 00	27	27	24	91	7	0	1
380 00	26	24	20	86	6	0	6
380 00	18	16	15	93	7	1	3
380 00	12	11	9	81	2	0	0
316 66	13	13	9	69	2	0	0

ORGANIZATION OF SCHOOL COMMITTEE
FOR 1878-79.

Henry R. Wilbur, Chairman,	Term expires, 1880.
Samuel H. Boutwell, Secretary,	Term expires, 1881.
George Foster, Auditor,	Term expires, 1879.

Sub-Committee on :

Central Grammar, South Centre, and Village Schools,
Henry R. Wilbur.

Phillips, Scotland, Holt, and Vale Schools, George
Foster.

Frye, West Centre, Osgood, Bailey, Abbott, and North
Schools, Samuel H. Boutwell.

REPORT

OF THE

SCHOOL COMMITTEE

OF THE

TOWN OF ANDOVER,

FOR THE YEAR 1878-79.



ANDOVER:
PRINTED BY WARREN F. DRAPER.
1879.

REPORT.

THE renowned emperor Charlemagne introduced public schools into France, importing teachers from abroad ; and also, we are told, went himself to one of these schools taught in his own palace. So notable an example of a thorough and practical interest in instruction was well adapted to strike the minds of the people, put honor on sound learning, and incite all classes of society to prize and seek a good education. Two grand requisites, as then, so now, claim the attention of thoughtful minds : What are the best methods of educational work ? and How shall these be brought into vital contact with the mass of the people ? The matured system of education vigorously prosecuted by our State aims to bring about the most effective possible solution of these inquiries. "It is this system that has given to Massachusetts in the past its enviable distinction among its sister States, and made it possible for even the laboring class to attain a high degree of culture. And not only has it elevated the social condition of the masses of the people, and increased their capabilities for happiness by contributing to their intellectual growth, but in a way more practical, though not more real, it has been of direct advantage to them, by inspiring them with self-reliance, and fitting them to perform labor of a higher order, and consequently more remunerative, in all the departments of industry." ¹

When the whole cost of public education, including building schoolhouses, averages a little over three dollars a year to each inhabitant, or about six dollars a term for each

¹ Report of Massachusetts Board of Education, January, 1879.

REPORT OF SCHOOL COMMITTEE.

person between the ages of five and fifteen, — which is less than one half of one per cent of the property-valuation of the State, it will hardly be charged that in this line of expenditure we are running into a reckless and ruinous extravagance. Retrenchment, however, is the order of the day. And possibly, at the present time, a moderate reduction of expense may not interfere with the successful management of the schools. By last returns the average pay of female teachers in the State was thirty-three dollars, against forty dollars paid to the same class of teachers in this town. In the three years previous there was a steady decrease, nearly seven per cent, in the wages of the first-named teachers. In Andover no material change was made in this respect. The expense of teaching in the Normal schools of the State has recently been reduced five per cent. These things considered, our teachers may perhaps less reluctantly accept the arrangement voted by the Town, by which ten per cent is deducted from last year's appropriation for all school purposes.

In certain influential quarters some very decided and sweeping changes have of late been advocated and partially adopted, looking to something like a revolution in educational work. Many, no doubt, will listen eagerly to propositions issuing from high sources looking to the banishment of "slavish routine" and drudgery, giving at once a more attractive and practical turn to the business of instruction. Others are not captivated by "short and easy methods." It would go hard with them to consign the time-honored Speller to the rubbish-corner. "What next?" they ask, when they hear about cutting short the indispensable grammar, and teaching children to read before they learn the alphabet. Such will want to know if the "new departure" offers a royal road around the English irregular verb, or reduces to a straight and inviting track the labyrinth of entangled adjuncts that sometimes join the predicate to its subject. Time will test the changes referred to, so far as already made. The experiment is a conspicuous one; its novelty and its locality — the Boston schools — give it prominence.

It is a good thing, at all events, that attention has been concentrated on some questions of a quite practical sort, bearing on the welfare of the youth among us. The recent Report of the Secretary of Education and documents accompanying the same suggest a variety of timely and most important hints touching the health and morals, the capabilities, helps, and discouragements of the pupils of our schools. There are those who think the present programme of studies has come to be somewhat too elaborate and crowded for the majority of the scholars. Possibly it is true that pupils who do full justice to their tasks, and full justice likewise to themselves in caring for their health, etc., are the exception, rather than the rule. An official statement from one of our Normal schools represents that no small number of the applicants are physically unfit for teachers." "They come to us," the Report continues, "deficient in vitality; the deficiency being in some cases an original unsoundness of constitution, but oftener the result of protracted overwork. Along with this, there is frequently little knowledge of sanitary conditions and habits, and even less apprehension of the value of such knowledge. These pupils do not understand, and are very slow to learn, that excessive anxiety and sensitiveness, willingness to overwork, want of appetite, inability to sleep, and the like, really disable them from teaching." Now, these persons may be presumed to have come from among the best students of the common schools. Nor would it appear they accomplished any more than to do well what was required of them in common with others. Unless such examples are quite unusual, they certainly go far towards recommending one form of proposed amendment to the prevalent custom of teaching, viz. the more common use of the oral method, in place of an unlimited dependence on the text-book. Variety, and consequently relief and new interest are secured by this means. The thinking powers of the pupil are exercised, and a better than a mere memorized and superficial knowledge is acquired. More exercise in the art of free and correct expression may be of greater service in the long run than simply storing the

mind with facts and principles. In the primary schools, especially, the oral style of teaching should be relied on very largely ; and the exercises generally, we may add, ought to be short, varied, and interspersed with plentiful illustration ; using objects addressed to the senses as much as possible. It is estimated that a child has power to apply its mind continuously about fifteen minutes. If it is also true that the advanced pupil of the grammar school has only twice this power, and that six hours a day is rather above than below his ability, and, further, that he ought to spend two hours daily in the open air, it may be doubted whether children should be encouraged in the practice of taking their books home for study out of school hours. It would also follow that in schools no single recitation, as a rule, should exceed half an hour. It is stated as a fact, account for it as we may, that the children of operatives in England, who go to school but three hours each day, make very nearly as good advancement as the regular pupils, who attend the full time. A judicious attention to considerations like these by parents, teachers, and others could hardly fail to be beneficial.

The interest (\$96) of the Proprietor's Fund, intrusted last year with the Committee, was expended in a fine set of globes, and other apparatus for the schools. A like sum has been received by them the present year to be appropriated at their discretion.

Pursuant to the action of the Town requiring a Truant Committee, Mr. R. M. Abbott and Warren Mears, Jr., were appointed to this office. Particular attention has recently been called, by legislation and otherwise, to the necessity of a stringent enforcement of the laws providing for the attendance at school of all children of suitable age.

CENTRAL GRAMMAR, SOUTH CENTRE, AND VILLAGE SCHOOLS.

The Centre Grammar School, with its three departments, has enjoyed the stimulus of its well-lighted, pleasant, and airy rooms, and shows a good record of industrious application. In their present commodious and well-appointed apartments the assistant teachers can take nearly the whole responsibility of the care of their pupils, while all unite in general exercises. The discipline throughout the school is excellent, and usually where good order is maintained other requisites are not wanting. Were we to make a single suggestion touching the studies pursued in this school, we should say it might be an advantage to give a little more time to Grammar, with a little less to the more abstruse parts of Arithmetic. The two remaining rooms in this building are occupied by the Intermediate School, first and second division. In assigning this school to Miss Annie L. Locke the Committee were confident the step was a wise one; nor have they been disappointed. The classes appear well in their recitations; the discipline is of the quiet, but effective kind; and the school "moves on." The second division was at first small, and it was thought that a separate teacher would be needed for a few weeks only. But the attendance of scholars from the Phillips District, and other causes, brought it forward presently to a full-sized school. If this was an unexpected addition to the responsibility and labor of our young friend the assistant teacher of the Intermediate department, the vocation was accepted courageously, and her excellent scholarship faithfully applied. We shall expect to see the pupils of this division ready for the usual promotion at the end of the year. Mr. J. R. Murray has given instruction in music in his thorough and practical manner to the several schools in this building. All will be satisfied, we doubt not, with the result of his painstaking endeavors in this important department.

As the basement of the new building should in the best

possible manner afford a shelter in cold and stormy weather to those who attend school, it is proposed to greatly improve the brick and porous floor by laying on a substantial coat of cement. This will be dry to the feet, prevent moisture from exhaling, and add much to the comfort and value of the premises.

In the South Centre schoolhouse the spacious room upstairs vacated by the Intermediate School, was put in repair and tinted, and affords nice and attractive quarters for the older pupils of the Primary department. This school, with that in the room below, does excellent credit to the management of the teacher. We style them both successful schools. If the parents of the children will "happen in" occasionally at this building, we think they will be gratified to witness the exercises. The epidemic of throat distemper, etc., which prevailed last winter greatly interfered with the attendance of the primary scholars. The task of carrying on a half-depleted school is best understood by those who have to attempt it.

At the Village it has been found practicable to conduct the different schools in two instead of three rooms, as formerly. The Intermediate division was assigned to Miss Ella F. Merrill, whose duties have been satisfactorily performed. The teacher of the Primary division, Miss Mary F. Brown, though having a quite large attendance, and necessarily a variety of classes, has carried the school along with good acceptance. In exercises in numbers the classes seem to be unusually at home.

ADMISSION TO THE GRAMMAR SCHOOL. As an answer to inquiries concerning the advancement pupils should have made in order to enter the Grammar School, we will state as follows: In Arithmetic the pupil must have gone as far as Reduction, readily performing examples in Long Division. In Geography the Primary book is supposed to have been learned; Spelling, as far as page 60 in Sargent's Speller; in Oral Arithmetic, to page 93 of Eaton's Intellectual. The

pupil should have practised writing in the three books in order, say of "Payson and Dunton," and he should have read through the Fourth Reader.

SOUTHERN SCHOOLS.

The schools in the south part of the town the past year have generally met the reasonable expectations of the Committee and all parties concerned. We do not mean that they are fully up to our ideal of excellence, nor that there is no need of improvement. Our present force of teachers combines a good average of the wisdom and energy that insure success. Heartily engaged in their work, and seeking to draw out their pupils' powers, their ability, industry, and faithfulness have won our confidence and the confidence and esteem of the community. The necessity of educating the rising generation in order that they may be qualified to discharge their duties as citizens and intelligent voters is fully recognized. The duty of performing this work is to a great extent intrusted to the female teachers in the public schools; and it is no doubt a satisfaction to them to know that although they are denied the right of suffrage they constitute the power behind the ballot-box, and that their influence will be felt in securing the permanence of our free institutions.

The Ballard Vale Schools will compare favorably with those of any other districts. Misses Clark, Pasho, and Holmes have applied themselves assiduously to their duties in their several departments. The heating apparatus of the rooms has been improved, globes have been supplied, and the schools have moved on in a very gratifying manner; good school-work having been done. The Grammar department assumes much importance in the preparation of pupils for the Punchard School.

The Phillips, Scotland, and Holt Schools, taught by Misses Terhune, Manning; and Stoodley respectively, have suffered

to some extent by the irregular attendance of the scholars, especially during the Winter Term. Remote residence from their schoolhouses, impassable roads at times, and the prevalence of contagious diseases in some instances, have combined to leave their marks upon the registers. These drawbacks are beyond the control of the teachers and incident to sparsely populated districts in the winter season.

The same teachers have taught the same schools through the entire year, except in a single instance. The exception referred to is that of Miss Stoodley of the Holt School, who on account of ill health felt compelled to take a vacation of the Summer Term. Her place was temporarily filled by Miss Ada A. Buchan, who had just graduated at the Punchard School. It was her first attempt to teach; but by her quiet manner and patient perseverance she secured the affection of the pupils and the cordial co-operation of their parents.

WEST PARISH SCHOOLS.

The school-work in this part of the town for the past year has been well performed. The teachers have been awake to the responsible positions held by them, and each has given abundant evidence that they have been governed by a laudable ambition that their respective schools might be brought to a higher place in the rank of schools. Some, under more favorable circumstances, have advanced more rapidly than others; but there does not exist that extreme disparity which we have noticed in the past.

While giving the teachers credit for doing their part well, we are alive to the fact that much more might have been accomplished could they have had their full quota present every day. From the statistics gleaned from the registers we find that the average attendance of all the schools in town is only eighty-six per cent of the whole number. This shows that on an average fourteen per cent of the scholars daily absent themselves from school for some cause. With due

allowance for necessary detention occasioned by sickness, we feel that quite a large per cent allow the most trifling excuse to stain the pages of the registers, either with absent or tardy marks. Few parents are aware of the evils resulting from irregularity of attendance. The frequent absence of several scholars for a half day, a day, or a week is a grievous wrong to a school in many ways. It breaks up the effective drill ; it makes gaps in recitations, rends the classes, and is fatal to a uniform and orderly advancement. At examination the teachers find to their mortification and discouragement that their efforts for a whole term to make the class do credit to itself and to them have proved fruitless by the falterings and blunderings of those whose frequent absence has been permitted by the parent. But the evil effects do not stop here. The whole school has suffered in consequence and its advancement retarded. In some studies the loss of here and there a lesson is nearly equivalent to the loss of the whole, as every advance lesson presupposes a knowledge of the one which precedes it. When the scholar has not the light which an understanding of the previous lesson would afford him he is threading his way in the dark, and hence can only advance with a slow and uncertain step ; and the teacher feels obliged to shorten the lessons of the class in order to keep them together. It is plain to be seen that this is a serious drawback to those who are uniformly present, and are anxious to progress. Some will suggest, and very properly, that such scholars should be transferred to a lower class. But such a course often exposes the teacher to censure, though she act under direction of the Committee ; for none are so sensitive as the parents of those who are behind others of their age in mental attainments. Cases are not infrequent where children have been taken from school, and reports injurious to the teacher put in circulation, simply because she has acted impartially, having in view the best interests of the whole school. Such parents must see it is not right to hold the majority of a class back, and oblige them to keep pace with the slow ploddings of the few. As

the fruitful cause of these evils is the staying away from school, now and then, a day or a part of a day, let not John be kept at home to run errands, or Mary to rock the cradle, under the false impression that the gain to the parent will more than offset the loss to the child.

The Committee have caused for several years the names of those scholars who have neither been absent nor tardy to appear in the Report, and know that it has stimulated many to a more prompt and regular attendance. And we sincerely hope that parents and guardians will use such means as are in their power to encourage those for whom they are responsible to be present every day, that all may receive the largest benefit from our schools.

The Senior Department in the Frye Village was taught by Miss Smith during the Spring Term, at the close of which her health compelled her to resign, after a faithful service of several years. Her place was filled by Miss Greaves, who immediately proved herself to possess the requisite qualifications of a successful teacher. Her manner in the school-room is gentle, yet firm; her methods of teaching attractive and thorough. The reasons of things were clearly and perseveringly taught. And the general appearance of the school was highly satisfactory. Miss Jones has had charge of the Primary School another year. Her scholars always show much life and animation. Their earnest appearance and prompt recitations show the character of the drill to which they have been subjected. More scholars attend this school who are under five years of age than any other in town, and some of them are quite proficient in reading and spelling.

The Committee have been much pleased to note the growing interest in the West Centre school as the year progressed. New life has been infused into the school; a closer application to study and a general settling to the work giving results at the closing examination which were highly commendable. Besides the regular school studies, attention was given to drawing and composition.

*The merits of the Osgood and Bailey Schools are too well

known to require repeating. While under the care of the present teachers little anxiety need be felt as regards results. Their long experience enables them to understand what a school should be, and how to attain the ends desired. Their aims are high, and their success sure.

Frequent changes in teachers took place in the Abbott and North Schools during the year, but with little or no injurious effects, as is often the case. The scholars, for the most part, composing these schools were well disposed and studious. The different classes showed a good understanding of the principles studied, and were able to pass satisfactory examinations.

H. R. WILBUR,
GEORGE FOSTER,
S. H. BOUTWELL,
SCHOOL COMMITTEE.

APPENDIX.

SCHOOL STATISTICS.

CENTRAL GRAMMAR.

	1st Term.	2d Term.	3d Term.
Length of School, in days,	56	59	60
Whole number,	102	123	115
Average attendance,	91½	115	104
Per-centage of attendance,	89.7	93	90
Over 15 years,	7	6	6
Neither absent nor tardy,	26	44	21

SOUTH CENTRE.

FIRST INTERMEDIATE DEPARTMENT.

Length of School, in days,	56	59	60
Whole number,	55	44	42
Average attendance,	53	40	36
Per-centage of attendance,	96	90	85.7
Over 15 years,	0	0	0
Neither absent nor tardy,	25	9	14

SECOND INTERMEDIATE.

Length of School, in days,	59	60
Whole number,	39	35
Average attendance,	35	29.4
Per-centage of attendance,	89.7	84
Neither absent nor tardy,	9	4

FIRST PRIMARY.

Length of School, in days,	56	59	59
Whole number,	45	37	33
Average attendance,	42	32	27
Per-centage of attendance,	93.3	86.4	82
Neither absent nor tardy,	14	12	5

SECOND PRIMARY.

	1st Term.	2d Term.	4d Term.
Length of School, in days,	56	59	59
Whole number,	57	53	37
Average attendance,	49	44	27
Per-centage of attendance,	86	83	73
Under 5 years,	0	3	0
Neither absent nor tardy,	9	6	1

VILLAGE.

INTERMEDIATE.

Length of School, in days,	56	59	60
Whole number,	25	45	37
Average attendance,	20	37	31
Per-centage of attendance,	80	82	83.7
Over 15 years,	3	0	0
Neither absent nor tardy,	6	9	8

FIRST PRIMARY.

Length of School, in days,	56
Whole number,	34
Average attendance.	30
Per-centage of attendance,	88
Neither absent nor tardy,	7

SECOND PRIMARY.

Length of School, in days,	56	58	60
Whole number,	50	65	52
Average attendance,	43	55	42
Per-centage of attendance,	86	84.6	80
Under 5 years,	2	1	0
Neither absent nor tardy,	10	15	3

PHILLIPS.

Length of School, in days,	56	60	60
Whole number,	51	37	33
Average attendance,	40	31	21
Per-centage of attendance,	78.4	84	63.6
Under 5 years,	1	2	1
Over 15 years,	0	0	1
Neither absent nor tardy,	2	1	0

HOLT.

	1st Term.	2d Term.	3d Term.
Length of School, in days,	56	59	57
Whole number,	20	23	22
Average attendance,	17	19	14
Per-centage of attendance,	85	82.6	63.6
Under 5 years,	1	1	0
Over 15 years,	0	0	2
Neither absent nor tardy,	0	3	1

SCOTLAND.

Length of School, in days,	55	59	60
Whole number,	21	18	17
Average attendance,	18.7	16.8	12.7
Per-centage of attendance,	89	93	74.7
Under 5 years,	0	0	0
Over 15 years,	0	0	0
Neither absent nor tardy,	10	5	1

BALLARD VALE.

SENIOR.

Length of School, in days,	56	60	60
Whole number,	39	39	40
Average attendance,	34	33	35
Per-centage of attendance,	87	84.8	87.5
Over 15 years,	3	0	1
Neither absent nor tardy,	10	12	5

INTERMEDIATE.

Length of School, in days,	56	60	60
Whole number,	35	33	30
Average attendance,	31	28	26
Per-centage of attendance,	88.5	88	86.6
Over 15 years,	0	0	0
Neither absent nor tardy,	6	12	8

PRIMARY.

Length of School, in days,	56	60	60
Whole number,	55	48	41
Average attendance,	50	44	37
Per-centage of attendance,	91	91.6	90
Under 5 years,	4	1	1
Neither absent nor tardy,	19	15	8

FRYE.

SENIOR.

	1st Term.	2d Term.	3d Term.
Length of School, in days,	55	59	59
Whole number,	27	27	24
Average attendance,	25	23	20
Per-centage of attendance,	92.5	85	83
Over 15 years,	0	0	0
Neither absent nor tardy,	5	3	3

PRIMARY.

Length of School, in days,	56	59	59
Whole number,	40	39	39
Average attendance,	35	34	34
Per-centage of attendance,	87.5	87	87
Under 5 years,	5	7	6
Neither absent nor tardy,	12	15	12

WEST CENTRE.

Length of School, in days,	56	59	60
Whole number,	31	28	27
Average attendance,	28.5	24	23.5
Per-centage of attendance,	92	85.7	87
Under 5 years,	0	0	0
Over 15 years,	0	0	0
Neither absent nor tardy,	10	8	2

OSGOOD.

Length of School, in days,	57	58½	60
Whole number,	22	20	19
Average attendance,	18.7	18.3	16
Per-centage of attendance,	85	91.5	84
Under 5 years,	1	0	0
Over 15 years,	1	1	5
Neither absent nor tardy,	8	8	6

BAILEY.

	1st Term.	2d Term.	3d Term.
Length of School, in days,	56	59	60
Whole number,	12	13	18
Average attendance,	11.2	12.7	16.2
Per-centage of attendance,	93	97.6	90
Under 5 years,	0	0	0
Over 15 years	0	0	3
Neither absent nor tardy,	5	5	5

ABBOTT.

Length of School, in days,	58	60	59
Whole number,	13	12	14
Average attendance,	11	10.6	10.8
Per-centage of attendance,	84.6	88	77
Under 5 years,	1	0	0
Over 15 years,	1	1	1
Neither absent nor tardy,	7	4	4

NORTH.

Length of School, in days,	58	59	59
Whole number,	12	12	15
Average attendance,	10.6	10.5	13.8
Per-centage of attendance,	88	87.5	92
Under 5 years,	0	0	0
Over 15 years,	0	0	1
Neither absent nor tardy,	4	2	6

PUPILS WHO HAVE NOT BEEN ABSENT OR TARDY IN THE SEVERAL TERMS.

GRAMMAR SCHOOL.

FIRST TERM. — Angie Gatchell, Mabel F. Smith, Charles H. Cullinane, John A. Leitch, James J. Murphy, Thomas J. O'Brien, Arthur S. Wilbur, Minnie E. Dunleavy, Bertha S. Pasho, Mary A. Robinson, Laura A. Spence, Maggie G. Sweeney, Annie G. Scott, Annie M. Barry, Sarah P. Blunt, Agnes G. Duval, Kate A. Roach, Nora Williamson, George W. Cole, Andrew Gibson, Frank A. McManus, Daniel A. Mixer, James E. Nolan, John A. Nolan, Austin Upton, Robert A. Watson.

SECOND TERM. — Sarah A. Birnie, Sarah Foster, Lizzie A. Gleason, Angie M. Gatchell, Jennie Y. Middleton, Katie A. O'Brien, Laura A. Spence, Maggie G. Sweeney, Angie G. Scott, Charles H. Cullinane, Albert L. Gillin, Thomas J. O'Brien, Willie Odlin, James H. Ropes, Connie A. Sullivan, Arthur S. Wilbur, Sarah P. Blunt, Annie T. Holt, Carrie S. Stott, Nora Williamson, Arthur F. Beard, George W. Cole, Frank E. Donahue, Prosser H. Frye, Wilmer F. Jenkins, James A. Murphy, Daniel A. Mixer, James E. Nolan, John A. Nolan, T. Newton Owens, Robert Watson, Clara J. Baldwin, Alice B. Cheever, Julia D. Collins, Maggie C. Donovan, Cora A. Mayer, Minnie M. Poor, Robina Robb, Joseph H. Blunt, Eddie R. Clark, James A. Donovan, John F. Hurley, Charles E. Murray, Timothy A. O'Brien.

THIRD TERM. — Dora S. Berry, Lizzie A. Gleason, Maggie G. Sweeney, Annie G. Scott, Willie Odlin, George A. Stevens, Connie A. Sullivan, Thomas J. O'Brien, Willie J. Barry, George W. Cole, Nora Williamson, Agnes E. Duval, Daniel A. Mixer, Arthur F. O'Connell, Robert Watson, Stephen Robb, Nellie W. Buchan, Robina Robb, Homer T. Foster, Bertie H. Hill, James Sweeney.

SOUTH CENTRE.

FIRST INTERMEDIATE DEPARTMENT.

FIRST TERM. — Jennie S. Abbott, Clara J. Baldwin, Fanny A. Berry, Maggie Collins, Lillian E. Cole, Edwin R. Clark, Carrie Crossley, Frank Crossley, James Donovan, Eliza Hall, John Hurley, Charles E. Murray, Cora A. Mayer, George Mayer, Dennis McCarthy, Harry Noyes, Addie Overlock, Charles Plummer, George E. Smith, Henry Sweeney.

SECOND TERM. — Jennie Abbott, Willie L. Frye, Elsie Gilbert, Harry Noyes, Susie Stevens, Ada Stuart, Mary Stuart, Kate Staples.

THIRD TERM. — Jennie Abbott, Albion J. Burt, Horace Beard, Lillian E. Cole, James Connolly, Annie Dougherty, Willie L. Frye, Annie Gorman, Harry Noyes, Addie Overlock, Jasper Putnam, Charles Plummer, George E. Smith, Willie Woods.

SECOND INTERMEDIATE DEPARTMENT.

SECOND TERM. — Agnes S. Abbott, Herman A. G. Smith, Belle Barnett, Fred. P. Berry, Fred. G. Chandler, Ellen M. Cullinane, Willie F. Howard, John Maroney, Nellie Nolan, Annie Donovan.

THIRD TERM. — Agnes S. Abbott, Amelia G. Connell, George M. Dean, Nellie Nolan.

FIRST PRIMARY DEPARTMENT.

FIRST TERM. — Agnes S. Abbott, Fred. P. Berry, Charles B. Barnard, Ellen M. Cullinane, George M. Dean, Emma L. Goldsmith, Oswald F. Goldsmith, Ida J. Holt, Annie L. Pasho, Herman A. G. Smith, James A. Allen, George H. Hayward, E. Stewart Jenkins, Kate Maroney.

SECOND TERM. — George H. Hayward, E. Stewart Jenkins, Michael Moynihan, Willie P. Nolan, Mary R. Putman, H. Edna Noyes, Timothy Collins, Michael Crowley, Willie Crowley, A. Maria Driscoll, John M. Holt, Kate Scofield.

THIRD TERM. — James E. Berry, George H. Hayward, E. Stewart Jenkins, H. Edna Noyes, Florence I. Abbott.

SECOND PRIMARY DEPARTMENT.

FIRST TERM. — Florence A. Abbott, Michael Crowley, Kate Cullinane, Katie Dunleavy, Annie M. Driscoll, Willie P. Nolan, Martin F. Nolan, H. Edna Noyes, Michael Moynihan.

SECOND TERM. — Florence A. Abbott, Kate Cullinane, Mary E. Leary, Minnie Moynihan, Martin F. Nolan, Katie O'Brien.

THIRD TERM. — Thomas Martin.

VILLAGE.

INTERMEDIATE DEPARTMENT.

FIRST TERM. — Lizzie McCoy, James McKenzie, Lizzie O'Brien, Timothy O'Brien, Willie Robinson, Fannie Meldrum, Mary Collins, Minnie Tough, Susie Bruce, Charles Busfield, William Burns, Lizzie Gibson, Mary Nolan, Joseph O'Hara.

SECOND TERM. — Edward Burke, Stella McCoy, Minnie Tough, Susie Bruce, Charles Busfield, James Duval, Jane A. Lowe.

THIRD TERM. — Cora C. Abbott, Marjory Lowe, Lizzie McCoy, Lottie McIntosh, Lizzie Moynihan, Joseph McManus, James Duval, Jane A. Lowe.

PRIMARY DEPARTMENT.

FIRST TERM.—Julius Duval, Edward Daley, John Meldrum, Joseph Nolan, Thomas O'Hara, Annie A. Burke, Bella Duval, Mary E. McManus, Sarah Robinson, Cora Tough.

SECOND TERM.—John Buchan, James H. Bain, Joseph Collins, Edward Daley, Julius Duval, John Driscoll, Thomas O'Hara, Joseph Nolan, Annie Buchan, Annie Collins, Jennie Gibson, Bella Lowe, Mary A. McKenzie, Sarah Robinson, Cora Tough.

THIRD TERM.—John Buchan, Dennis Driscoll, Bella Duval.

PHILLIPS.

FIRST TERM.—Fred. Hayward, Maggie Nolan.

SECOND TERM.—Annie M. Abbott.

THIRD TERM.—None.

HOLT.

FIRST TERM.—None.

SECOND TERM.—Bessie M. Jenkins, Arthur G. Cummings, Benjamin Jenkins.

THIRD TERM.—Fred. C. Harnden.

SCOTLAND.

FIRST TERM.—Anna B. Abbott, Addie M. Buxton, Clara Buxton, Susie Jones, Freddie Jones, Mamie Mason, Lizzie Mason, Lillie Nuckley, Mary C. Parker, Freddie Parker.

SECOND TERM.—Emma E. Gould, Mary C. Parker, Addie M. Buxton, Clara Buxton, Ira Buxton.

THIRD TERM.—Mary C. Parker.

BALLARD VALE.

GRAMMAR DEPARTMENT.

FIRST TERM.—Nellie Buck, Jennie Clark, Annie Clemons, Maynard Clemons, Eddie Fessenden, Abbie A. Hayward, Lucy Hayward, John Riley, Flora Salmond, Katie Scott.

SECOND TERM.—Arthur Bannister, Fred. Butterworth, Thomas Dailey, Sarah Fellows, Mary Flaherty, Eddie Fessenden, Sadie Haynes, Willie Helenius, Annie McAllister, Walter Pearson, John Riley, Agnes Winton.

THIRD TERM.—Willie Helenius, Nellie Horan, John Riley, Katie Riley, Agnes Winton.

INTERMEDIATE DEPARTMENT.

FIRST TERM.—Willie T. Burns, Mary J. Burns, Mary Dailey, Lorena Hutchinson, Willie Helenius, Rosa Riley.

SECOND TERM.—Mary J. Burns, Nellie Burns, Willie Burns, Ellen

Dobe, Lorena M. Hutchinson, Susie Hutchinson, Nellie C. Kniffin, Bennie Pearson, Rosa Riley, Mary Riley, John Riley, Eddie Scott.

THIRD TERM. — Mary J. Burns, Willie T. Burns, Nellie S. Burns, Lorena M. Hutchinson, Susie M. Hutchinson, Rosa Riley, Eddie Scott, Thomas Horan.

PRIMARY DEPARTMENT.

FIRST TERM. — Asa Buck, John Burns, Nellie S. Burns, Maggie Caffrey, Bertie Clemons, Annie Conway, Julia Dailey, Nellie Dailey, Maggie Horan, Thomas Horan, John Hutchinson, Susie M. Hutchinson, George Lawrence, Northey Marland, Minnie McAllister, Henry Riley, Clara Saunders, Nattie Saunders, Eddie Weissbach.

SECOND TERM. — John Burns, Delia Caffrey, Maggie Caffrey, Kittie Clemons, Annie Conway, Nellie Dailey, Mary Holroid, Mary Horan, John Hutchinson, George Lawrence, Willie Mathews, Eddie Miller, George Riley, Clara Saunders, Nattie Saunders.

FRYE.

INTERMEDIATE DEPARTMENT.

FIRST TERM. — Frank Donahue, Nellie Donahue, Herbert Hill, James Lindsey, George White.

SECOND TERM. — Nellie Donahue, Joshua Goss, Annie Foster.

THIRD TERM. — Charles Dodson, Nellie Donahue, Emily Hill.

PRIMARY DEPARTMENT.

FIRST TERM. — Jessie W. Campbell, Mary Campbell, Annie Foster, Grace I. Bentley, Emily Hill, Agnes Morrison, Nellie E. McRae, Blanche Poor, Fred Brown, Daniel O'Keefe, John White, Stephen White.

SECOND TERM. — Jessie W. Campbell, Francis J. Craig, Marion L. Stott, Nellie E. McRae, Harry L. Kenney, Grace I. Craig, John W. Birnie, George W. Coulie, David W. May, James S. May, Ethel A. Stott, May F. Bentley, Mary Campbell, Isabella Graham, Mabel Barnes.

THIRD TERM. — Jessie W. Campbell, Nellie E. McRae, Marion L. Stott, John W. White, Harry L. Kenney, Charles Bell, Stephen White, Andrew Dodson, Mary Campbell, Mabel Barnes, Ethel A. Stott, David May.

WEST CENTRE.

FIRST TERM. — Angie M. Burt, Etta M. Bowlby, Louise P. Chandler, Granville K. Cutler, Nathaniel A. Cutler, Rebecca M. McCollum, Lulu G. Merrill, May P. Russell, Mary L. Sweeney, Lilly May Webber.

SECOND TERM. — Nathaniel A. Cutler, Rebecca M. McCollum, Fred. McCollum, Daniel Murphy, Hannah N. Murphy, Edwin F. Lovejoy, Willie A. Trow, Lilly M. Webber.

THIRD TERM. — William A. Haigh, John Daley, William A. Trow.

OSGOOD.

FIRST TERM. — Frank Chase, Annie Chase,* Clara Batchelder, Eugene Bolger, Mabel Flint, Eldesta Goldsmith, Eddie Goldsmith, Charles Moulton.

SECOND TERM. — Frank Chase, Annie Chase, Walter Batchelder, Clara Batchelder, Eugene Bolger, Mabel Flint, Eldesta Goldsmith, Eddie Goldsmith.

THIRD TERM. — Frank Chase, Annie Chase, Bennie Batchelder, Josie Batchelder, Eddie Goldsmith, Eldesta Goldsmith.

BAILEY.

FIRST TERM. — Nellie E. Boutwell, Arthur T. Boutwell, Chester N. Boutwell, Emma L. Hardy, May B. Hardy.

SECOND TERM. — Lydia J. Boutwell, Hattie L. Boutwell, Arthur T. Boutwell, Emma L. Hardy, May B. Hardy.

THIRD TERM. — Freddie S. Boutwell, Arthur T. Boutwell, Adella M. Boutwell, Nellie E. Boutwell, Freddie L. Hardy.

ABBOTT.

FIRST TERM. — Anna L. Abbott, Eva E. Abbott, Harry P. Abbott, Lottie J. Bennett, Josie Fitzgerald, Kate A. Fitzgerald, Nellie Fitzgerald.

SECOND TERM. — Anna L. Abbott, Eva E. Abbott, Annie M. Bailey, Etta Bailey.

THIRD TERM. — Etta Bailey, Lottie J. Bennett, Frank Runals, Henry Bailey.

NORTH.

FIRST TERM. — Lydia Bateman, Nattie Bateman, Minnie Toye, Annie Toye.

SECOND TERM. — Annie Toye, Minnie Toye.

THIRD TERM. — Eben Bailey, Joseph Bateman, Lydia Bateman, Willie Bateman, Katie Crowley, Willie Toye.

* Not absent for three consecutive years.

TABULAR STATEMENT.

TABULAR

SCHOOLS.	TEACHERS.	Number of Terms.
CENTRAL GRAMMAR :	M. Abby Whitehouse (Prin.), -	3
	Laura F. Pasho (1st Assist.), -	3
	Susie M. Wilbur (2d Assist.), -	3
SO. CENTRE, 1st Intermediate :	Emma L. Parker, - - - - -	1
	Annie L. Locke, - - - - -	2
2d Intermediate :	Ada A. Buchan, - - - - -	2
1st Primary :	Sarah F. Jones, - - - - -	3
2d Primary :	Abbie A. Richardson, - - - -	3
VILLAGE, Intermediate :	Annie L. Locke, - - - - -	1
	Ella F. Merrill, - - - - -	2
1st Primary :	Ella F. Merrill, - - - - -	1
2d Primary :	Mary F. Brown, - - - - -	3
PHILLIPS :	Kate Terhune, - - - - -	3
HOLT :	Ada A. Buchan, - - - - -	1
	Anna M. Stoodley, - - - - -	2
SCOTLAND :	May Alton Manning, - - - -	3
BALLARD VALE, Senior :	Ella M. Clark, - - - - -	3
Intermediate :	Lizzie A. Pasho, - - - - -	3
Primary :	Sarah F. Holmes, - - - - -	3
FRYE, Intermediate :	Carrie B. Smith, - - - - -	1
	Jennie H. Greaves, - - - - -	2
Primary :	Mary E. Jones, - - - - -	3
WEST CENTRE :	Lucia G. Merrill, - - - - -	3
OSGOOD :	Abbie F. C. Burt, - - - - -	3
BAILEY :	Fannie A. Hardy, - - - - -	3
NORTH :	Hannah M. Bixby, - - - - -	1
	Mary E. Bixby, - - - - -	2
ABBOTT :	Mary E. Bixby, - - - - -	1
	Hannah M. Bixby, - - - - -	1
	Eva M. Goodrich, - - - - -	1

STATEMENT.

Salary per Year.	Largest Number.	Equated Number.	Attendance for the Year,		Neither Absent nor Tardy.	Number under 5 years of age.	Number over 15 years of age.
			Average.	Per cent.			
\$800 00 360 00 320 00	123	113	103	91	30	0	11
360 00 360 00	55	47	43	90	16	0	0
300 00	39	37	32	87	6	0	0
360 00	45	38	34	87	10	0	0
360 00	57	49	40	81	5	3	0
360 00 360 00	45	36	27	82	8	0	3
300 00	34	34	30	88	7	0	0
360 00	65	56	47	83	9	2	0
360 00	51	40	31	75	1	2	1
360 00 360 00	23	22	17	77	1	1	2
360 00	21	19	16	85	5	0	0
432 00	40	39	34	86	9	0	4
360 00	35	33	28	88	9	0	0
360 00	55	48	44	91	14	5	0
360 00 360 00	27	26	23	87	4	0	0
360 00	40	39	34	87	13	8	0
360 00	31	29	25	88	7	0	0
360 00	22	20	18	87	7	1	5
360 00	18	14	13	93	5	0	3
360 00 360 00	15	13	12	89	4	0	1
300 00 300 00 300 00	14	13	11	83	5	1	1

ORGANIZATION OF SCHOOL COMMITTEE
FOR 1879-80.

Henry R. Wilbur, Chairman,	Term expires, 1880.
Samuel H. Boutwell, Secretary,	Term expires, 1881.
Felix G. Haynes, Auditor,	Term expires, 1882.

Sub-Committee on :

Central Grammar, South Centre, and Village Schools,
Henry R. Wilbur.

Phillips, Scotland, Holt, and Vale Schools, Felix. G.
Haynes.

Frye, West Centre, Osgood, Bailey, Abbott, and North
Schools, Samuel H. Boutwell.

REPORT
OF THE
SCHOOL COMMITTEE
OF THE
TOWN OF ANDOVER,
FOR THE YEAR 1879-80.



ANDOVER:
PRINTED BY WARREN F. DRAPER.
1880.

REPORT.

THE Town of Andover has twenty-two common schools, with an aggregate of eight hundred and thirty-four pupils.

There are twenty-two teachers,—no assistants being employed at present. The recent resumption of business near Abbott Village may again require the use of the smaller school-building on the premises, with an assistant's services a whole or part of the time. In the Central Grammar School the several teachers now occupy convenient rooms, and can perform the labors of their respective departments independently,—with, however, the general supervision of the Principal.

Viewing the present condition of the schools, and their operation during the year, the Committee believe there is ground for a good degree of satisfaction. That no drawbacks have been met is not asserted; but the friction, the “wear and tear” incident to the play of machinery is not to be reckoned in with vexatious interruptions, casualties, and failure of production. If, possibly, some patience and engineering labor have been required to adjust a broad system of schools to a new track,—the “narrow guage” of retrenchment, if here and there some unexpected changes have thrown a sudden responsibility on the Committee, and if sometimes the business of providing certificates according to amended laws for children in the mills has been a little puzzling, this is of small account compared with embarrassments which sometimes occur, to the serious detriment of the schools.

As heretofore, so now, the fact may be noted that a number of the teachers have served among us for a goodly period. Experience gained on the ground, friendly personal relations

with pupils and parents growing out of a more than casual acquaintance; a knowledge, also, on the part of the Committee of the spirit and methods of the teacher, and a settled good understanding between these parties, are surely no mean factors in successful school-work. In regard to new teachers much care has been exercised to secure such as were believed to be well qualified for their responsible position.

While the system of popular education administered by the State may justly challenge the admiration of all lovers of intelligence, liberty, and public security, we must remember that no system, however well devised, can work of itself. It may "provide," for instance, that all children of suitable age, etc., shall attend school a certain portion of the year. But if a number of these children are not sent to school by their parents, or if they "play truant," the State is a power too far away to remedy the evil. Hence the need of "Truant Committees," an office appointed by the towns; and much depends on the vigilance and thoroughness with which their work is accomplished in securing a general and regular attendance, and suppressing idleness, vagrancy, and disturbances of the peace.

Attention has been awakened to the inquiry, What are the results actually attained under our present excellent system of education? Do they correspond with what is commonly, or might justly be expected. A recent thorough investigation applied to the schools in Norfolk County, for the purpose of establishing a true basis of comparison in regard to the real progress of the pupils reveals some interesting and instructive facts. In the matter of common spelling, for instance, it was found that the routine of instruction brought the average scholar to a surprisingly low grade of proficiency. The examination developed that if, indeed, the pupils fell short of high expectations in this particular art, the variety and inventive ingenuity displayed in trying to spell some not uncommon words were truly wonderful! The word "scholar" was spelt in over a hundred different ways; a simple word of

three letters was mis-spelt by seventy-five per cent of the pupils. The report of this examination is commended to the attention of those among us who take an interest in practical discussions of this sort. An opportunity is afforded to study this document, the General Court having ordered the printing of a large number for public distribution.

In the School Report of last year, mention was made of the recent remarkable and radical movement in certain high circles looking to "reform" in existing methods of instruction. With other changes, many elaborate and technical parts of study are banished. Oral teaching takes the place of much that is commonly learned from books. The plan proposes less labor for the scholar, — vastly more, it would seem, is thrown on the teacher. For aught we see, the projectors of the "new departure" are pressing on undismayed in this direction. Perhaps sufficient time has not yet elapsed for a fair trial of the experiment. Popular opinion, apparently, favors the new plan, at all events raises no decided opposition. It would not be strange, however, if here and there those are found who cleave to the former ways, and hint that it is quite possible to "simplify the lesson, and stultify the learner."

It may be well to place on record the substance of the Statutes now in force (May 1880) in regard to children of school age employed in manufacturing establishments. These laws provide that no child under ten years of age shall be so employed, and that none under fourteen years shall be so employed during the time when schools are kept, unless they can read and write. All minors under sixteen years employed in such establishments must be furnished with certificates of their age and place of birth; and if under fourteen years, the School Committee must certify to their attendance at school twenty weeks of the year next preceding such employment, which twenty weeks may be divided between two consecutive terms; also the amount of school attendance during such year must be included in the certificate. It is further provided, that the truant officers shall visit such establishments

each term, to see that these regulations are observed. It will thus be seen that special attention is called to the necessity not only of providing that all the children of the State should have a good education, but that the State also in the education of her citizens should have a guarantee against the evils of ignorance, vagrancy, and crime.

The Truant Committee who served last year, namely, Mr. R. M. Abbott of Andover, and Warren Mears, Jr., of Ballard Vale, were re-appointed for the present year.

The interest, ninety-six dollars, of the Proprietor's Fund, was placed in the hands of the School Committee. In the exigencies of the school fund this year, part of this money was borrowed for current expenses of the schools. This has been replaced, and can now, with the rest of this money, be applied as needed, for maps and other apparatus for the several schools.

CENTRAL GRAMMAR, SOUTH CENTRE, AND VILLAGE SCHOOLS.

The three years' course in the Central Grammar School is presumed to complete the pupil's preparation for Punchard Academy, which, as our citizens are aware, is virtually the High School of Andover.

The distinctive study of the three departments of this school, of course, is English Grammar. The pupil thus devotes a portion of his time for three years to acquiring a knowledge of the correct use, in writing and speaking, of his mother tongue. The first year takes the learner about half through the manual, "Lessons in our Language." The dry and formal details of this science are largely shorn of their repulsiveness by the author's skill and freshness. The second year is supposed to complete the book, while a review of the study and a more extended treatment of the subject in the larger Grammar the third year, concludes the course. With regard to other studies, we may state that during the three years Warren's Common School Geography is taken up and finished. The Franklin Intermediate Reader is read during

the first year; the Fifth Reader is assigned for the next two years. The pupil in this school begins with Reduction in Arithmetic (Eaton's Common School), taking the High School Arithmetic in the last year, and going through, or nearly through, the book. To the regular exercises in writing, "drawing" is added, which is not optional as some may suppose. The laws of the State require that this branch of education shall be attended to; and teachers whose experience in the schools qualify them to testify, report decidedly in favor of the utility of this exercise.

Of the several teachers in this school it is necessary only to say they have faithfully and acceptably executed their tasks. Not content with the mere routine of study, they aim to stimulate their pupils, and by praiseworthy zeal to win success. At the close of the Fall Term Miss Laura F. Pasho, after an extended and honorable connection with the Grammar School, resigned her situation. Miss Pasho had won the esteem of all parties by untiring and conscientious devotion to the duties of her department. She was succeeded by Miss Barry of Newtonville, a graduate of Salem Normal School, and bearing an excellent reputation as a scholar and teacher, having already had experience in Grammar-school work. The recent term of service of Miss Barry has been very satisfactory. At the beginning of the Fall Term, Miss Manning followed Miss Susie Wilbur, who had also resigned, after three years of acceptable service. Miss Manning's previous connection with the schools had inspired confidence, which has been well sustained.

In the Grammar-school building are held the two Intermediate Schools, of which Miss Locke and Miss Merrill have charge. Both of these departments are in a prosperous condition. In the first, the management by its experienced teacher, Miss Locke, is well in hand, and the air and general bearing of the school betoken efficiency and progress. In Miss Merrill's room we were particularly pleased at the last examination with the promptness and correctness of the recitations. As an outline of the studies in these departments

may interest parents, we will state that the pupil entering proceeds in Eaton's Intellectual Arithmetic as far as section III, and to Division in the Common School Arithmetic; Warren's Primary Geography is studied as far as to South America. The first twenty-five lessons are read in the Fourth Reader. Sargent's Speller is learned to page 34. Advancing at the end of the year to Miss Locke's department, the pupil continues Intellectual Arithmetic to section IV. and in written Arithmetic goes through Reduction; he completes the study of Primary Geography, and finishes the Fourth Reader. Careful reviews of the several studies occupy a proper portion of the time.

In the five schools conducted in this building, Mr. J. R. Murray has given instruction in music with pains-taking endeavor to teach, not mere rote-singing, but the elements and principles of this useful art. Mr. Murray has also made visits to other schools outside of the Centre District, and we would suggest that if the benefits of attention to this part of education be, as is believed, quite desirable, at the Grammar School, it might be advantageous to extend these privileges more generally to the schools.

We hardly need to say, in passing, so self-evident is the fact, that access to this school-building would be greatly improved, and the present unfinished, unattractive appearance of the premises in front, remedied by the extension of the street, as already projected and submitted to the consideration of the Town. If "hard times" prevented the immediate accomplishment of this desirable project, let us hope that before long the matter will receive renewed attention.

Of the location of the school-house where the two Centre Primary departments are held complaints are sometimes made. The vicinity of the burying-ground, the "lay of the land," with the apparent hopelessness of suitable grading near the street, etc., are matters concerning which criticisms are now and then expended. But the management and condition of the schools within are mentioned with general approval. The teachers, Miss Jones and Miss Richardson, have

applied themselves with zealous care. In both these schools parents and the public feel assured the children are brought forward with encouragement and training suited to their years. Living in a day when systematic attention is given to the special needs of the younger children, we should be "behind the times" if we forget that variety, brevity in the exercises, education through the senses, more than through the undeveloped reflective faculties, with much room for the play of the physical powers, must enter largely into the plans of the successful Primary teacher. As to the premises, the well has been cleaned, and it is possible some means may be devised for putting into permanent repair the wall, and ever-washing gravel-bed joining the most conspicuous corner of the building.

At Abbott Village the Intermediate School taught by Miss Buchan, has been carried along with acceptance; the recitations in Arithmetic show that good attention is paid to this important study. In the matter of discipline, for whatever reason, in both this school and that conducted in the other part of the building, the demand has been somewhat exacting; the teachers, however, seem to have gained a good control, and there is reason to expect the pupils will be able to duly pass to the advancing grades of study. In Miss Carter's department (Primary), the school is large, with a variety of classes calculated to task the teacher's skill and patience, to all which, nevertheless, her ability has been found equal. The school is very well conducted. As in some other schools for the younger pupils, we observed that the use of the pencil and crayon is encouraged, as an excellent way of teaching writing early; and this practice is quite commendable, also, as serving to keep the children usefully employed, which saves many an injunction to "sit still," "keep quiet," or "go home," to avoid disturbing the remainder of the school.

ADMISSION TO THE CENTRAL GRAMMAR SCHOOL.—Pupils must have gone as far as Reduction in Arithmetic, readily performing examples in Long Division. In Geography the

Primary book is supposed to have been learned ; Spelling, as far as page 60 in Sargent's Speller ; in Oral Arithmetic, to page 93 of Eaton's Intellectual. The pupil should have written through the first three copy-books as usually prepared, and he should have read through the Fourth Reader.

We will add that to enter the Punchard School, "applicants are examined in the whole of Colburn's Mental Arithmetic, and in Eaton's Arithmetic as far as Involution ; they must be able to answer the most important questions in Modern Geography, and must have a sufficient knowledge of English Grammar to parse common sentences in prose ; they must be able to read correctly and fluently, to spell all words of common occurrence, and to write a fair hand. The examination will be strict, and a thorough knowledge of the required studies will be indispensable to admission. The applicants will be expected to furnish a certificate from some teacher that they have this knowledge. The annual examination of candidates for admission to the school takes place on the Monday before the commencement of the first term, beginning precisely at nine o'clock, A. M. ; the candidates assemble in the school-room."

SOUTHERN SCHOOLS.

The schools in this section have been, as a whole, very satisfactory to the Committee ; and the good feeling, generally, in regard to them in the several districts is some evidence that they have been satisfactory to the people. The scholars have been well disposed while in school, and their deportment outside merits our approbation. We are pleased that the people generally are more interested in the schools than formerly, and we hope their interest will increase rather than diminish. No section of this town is more dependent on the Common School than this, yet there is no reason why all cannot be educated. Our town schools offer equal advan-

tages to the rich and poor, and in them a scholar, if so disposed, can obtain a fair business education. If parents who are not able to send their children to higher schools could only send them longer to these, we should see a marked improvement in the education of our young men. Do not think, young man, that when you are fifteen, you are too old to attend the district school ; for one year then, if proper use is made of your time, will be of more benefit than two or three years when younger.

The Grammar School in Ballard Vale was left in good condition by Miss Clark, who resigned at the close of the Spring Term. She was a successful teacher, and the school gave credit to her labors. Miss Macdonald who succeeded her, has filled the position ably, and to our entire satisfaction. The school shows unmistakable marks of superior discipline. An unusual interest has been manifested by the scholars in their studies, and we have reason to feel proud of the progress made in Grammar, History, and Geography, studies which had been very much neglected in the school, and were almost considered by many parents as not belonging to a common school education. Although the school has been quite large, especially in the Winter Term, no class has been neglected ; the recitations have been regular and prompt, and nothing passed over without being thoroughly understood. The introduction of written examinations has stimulated the pupils to extra exertion, and their papers at the close of last term showed that very great improvement had been made. The penmanship was better, the spelling quite correct, and other indications show that in this school it is a success.

The "Intermediate" is still in charge of the same faithful teacher whose term of service in this school has been quite long, and we think we speak the sentiments of the district in saying, that the school will not suffer, or its efficiency be impaired, if she remains much longer. A more than usual number have attended through the year in these two schools, and we regret that all whose names appear on the register could not have done the same. The loss of one or

more terms affects the progress of these schools more than anything else, but we see no remedy. The law in regard to the attendance of scholars has been strictly enforced, and we candidly think it is about as stringent as the circumstances will admit.

'Tis true that some scholars are kept from school when the parents are fully able to send them, but in most cases it is otherwise. Having "malice toward none, and charity for all," we give them the credit of being interested in the welfare of the several schools, and by so-doing have added greatly to their efficiency.

The "Primary" was taught in the Spring Term by Miss Holmes with good success. She resigned at the close of the term to fill a more important position, and her place was filled by Miss Brown, who has showed herself to be a very excellent teacher. She appears to be peculiarly adapted to the wants of this school, and we are safe in saying that no school of similar grade in town, has done better during the year. The promotions have been dictated somewhat by the necessities of convenience in the rooms; yet we think that no class has been sent to the higher grade without being very well qualified.

The Scotland School has had a prosperous year. Miss Terhune has been indefatigable in her endeavors to make the school successful. Teacher and scholars have worked together harmoniously, and have received the hearty co-operation of the district and all concerned. The Committee were much pleased at the examination, which showed that good progress had been made during the year. The number of good readers was particularly noticeable; evidently this very important exercise has had due attention given it. The recitations are very interesting, and usually evince a thorough understanding of the matter under consideration. The school is well governed, and is a very pleasant one to visit.

The Holt School has made a fair record for the year. This school is small, and has no very advanced scholars. Consequently, it does not appear as well as it otherwise would.

The Spring and Fall Terms taught respectively by Miss Stoodly, and Miss Bronson, were terms of profit to the pupils. A fair degree of interest was shown in their studies; their lessons were well learned, and the recitations very commendable. The Winter Term, as heretofore, was somewhat broken by severe weather, and other causes, consequently the progress made was not so satisfactory.

No school in town has changed in appearance for the better so much as the Phillips. Miss Manning who taught the Spring Term, had remarkable success, and we accepted her resignation with regret. Miss Hammond has succeeded admirably in keeping up the interest and carrying along the work so well begun. Although the school loses its more advanced scholars annually (they leaving this for the Grammar), it still has enough left to make it quite interesting. It is now in a very satisfactory condition. The room has been thoroughly renovated; new floors and desks have replaced the old, and all necessary repairs have been made, which were needed to make it, as it now is, equally as good as others in town, and a credit to the district.

WEST PARISH SCHOOLS.

In reporting upon the schools in this part of the town, it is with pleasure that your Committee can record the fact that, as a whole, at the present time, in their judgment, they stand upon a higher level in all the essential requisites, than we have known them in the past.

The teachers for the most part are those of large experience, and many of them have retained their present positions for a succession of years. The true love for children, and interest in their work which they manifest, shows that they are constantly aiming at a higher ideal of excellence. The evident purpose which they exhibit to improve themselves by study and self-culture, and also to learn improved methods of teaching, and to keep themselves up to the con-

stant progress in education which is going on, enables them to preserve that freshness of heart and of intellect, and to become happier and more successful as teachers every year. The too much dependence placed on text-books, and the too little on common sense and the right use of reason, as noticed in the past, is giving place to the more favorable influence of oral instruction. The benefits of this course are not restricted to any age or class, but all feel its enlivening effect, even the teachers who practice it.

Our best teachers are no longer satisfied with a recitation which is an exact repetition of the words of the book without investigating whether the pupil comprehends the meaning of the language, or understands the principles intended to be exemplified.

The Frye Village Schools have had another prosperous year. The Intermediate under the care of Miss Greaves, has taken a high rank among schools of that grade. The classes in written Arithmetic are very exact in the performance of examples upon the boards, and are equally ready in explanation. All of the recitations show clearly the superior character of the instruction received.

Suffice of the Primary School to say, that the little children have enjoyed another year the services of the same kind and excellent teacher.

The Spring and Fall Terms of the West Centre School were taught by Miss Merrill, at the close of which she resigned, to accept a position at the South. Her entire term of conscientious service in this school covers several years. The Committee were fortunate in securing Miss Hannah R. Bailey to fill the vacancy. Her long experience enabled her to enter understandingly upon her work with results entirely satisfactory. Her methods of teaching interest the scholars, leading them to think and act independently. The teacher draws largely from her own resources to illustrate and render attractive the lessons taught, which in a single term has had a marked effect.

The character of the Osgood and Bailey Schools is too well understood to demand special reference. One has simply to enter these rooms to be impressed that the teachers labor with a singleness of purpose for the highest advancement of their pupils, and also to discover on the part of many of the scholars a laudable ambition to excel. Wherever these two elements exist our highest expectations are realized.

Miss Goodrich at the close of the Spring Term in the Abbott School resigned, and was succeeded by Miss Emma L. Ward. Although this was her first experience, she succeeded in meeting the approbation of the district, and Committee. Some of the scholars are well advanced. The general interest of the school was well maintained considering it numbered so few.

The hearty co-operation of the parents in the North District with their teachers has given them an excellent school for a long term of years. Miss Bixby, the past year, has kept the scholars wide awake, and commendable advancement has been made in all the studies.

H. R. WILBUR,
FELIX G. HAYNES,
S. H. BOUTWELL,
SCHOOL COMMITTEE.

APPENDIX.

SCHOOL STATISTICS.

CENTRAL GRAMMAR.

	1st Term.	2d Term.	3d Term.
Length of School, in days,	58	55	58
Whole number,	114	125	115
Over 15 years,	15	9	10
Between 8 and 14 years,	72	91	85
Neither absent nor tardy,	26	46	13
Number of visitors,	12	18	19

SOUTH CENTRE.

FIRST INTERMEDIATE DEPARTMENT.

Length of School, in days,	58	55	59
Whole number,	51	44	46
Over 15 years,	0	0	0
Between 8 and 14 years,	51	44	45
Neither absent nor tardy,	14	12	9
Number of visitors,	7	14	17

SECOND INTERMEDIATE.

Length of School, in days,	58	55	59
Whole number,	32	33	36
Over 15 years,	0	0	0
Between 8 and 14 years,	31	28	33
Neither absent nor tardy,	12	11	6
Number of visitors,	3	16	10

FIRST PRIMARY.

Length of School, in days,	57	55	58
Whole number,	38	43	43
Under 5 years,	0	0	0
Between 8 and 14 years,	34	30	41
Neither absent nor tardy,	17	10	4
Number of visitors,	21	13	

SECOND PRIMARY.

	1st Term.	2d Term.	3d Term.
Length of School, in days,	57	55	59
Whole number,	62	40	40
Under 5 years,	1	1	0
Between 8 and 14 years,	13	1	5
Neither absent nor tardy,	8	11	3
Number of visitors,	24	10	21

VILLAGE.

INTERMEDIATE.

Length of School, in days,	58	55	59
Whole number,	39	33	35
Over 15 years,	0	0	0
Between 8 and 14 years,	39	33	35
Neither absent nor tardy,	9	10	2
Number of visitors,	7	9	7

PRIMARY.

Length of School, in days,	58	55	59
Whole number,	61	43	41
Under 5 years,	2	1	1
Between 8 and 14 years,	25	12	13
Neither absent nor tardy,	8	3	1
Number of visitors,	8	7	4

PHILLIPS.

Length of School, in days,	57	55	57
Whole number	40	38	34
Under 5 years,	0	0	0
Between 8 and 14 years,	22	19	19
Neither absent nor tardy,	2	8	1
Number of visitors,	27	8	9

HOLT.

Length of School, in days,	56	52	56
Whole number,	26	25	23
Over 15 years,	0	0	0
Between 8 and 14 years,	15	17	18
Neither absent nor tardy,	1	6	1
Number of visitors,	5	17	10

SCOTLAND.

	1st Term.	2d Term.	3d Term.
Length of School, in days,	59	54	59
Whole number,	22	21	21
Over 15 years,	0	0	1
Under 5 years,	1	1	0
Between 8 and 14 years,	14	13	14
Neither absent nor tardy,	9	14	4
Number of visitors,	10	8	7

BALLARD VALE.

SENIOR.

Length of School, in days,	58	55	59
Whole number,	40	29	40
Over 15 years,	1	1	3
Between 8 and 14 years,	39	28	37
Neither absent nor tardy,	13	3	4
Number of visitors,	5	9	8

INTERMEDIATE.

Length of School, in days,	58	55	59
Whole number,	31	30	27
Over 15 years,	0	0	0
Between 8 and 14 years,	31	31	27
Neither absent nor tardy,	7	6	5
Number of visitors,	5	3	9

PRIMARY.

Length of School, in days,	58	55	59
Whole number,	51	60	47
Under 5 years,	0	1	1
Between 8 and 14 years,	19	20	13
Neither absent nor tardy,	11	8	3
Number of visitors,	4	6	8

FRYE.

SENIOR.

Length of School, in days,	57	55	59
Whole number,	23	21	21
Over 15 years,	0	0	0
Between 8 and 14 years,	22	21	20
Neither absent nor tardy,	7	9	4
Number of visitors,	7	8	8

WEST CENTRE.

	1st Term.	2d Term.	3d Term.
Length of School, in days,	58	55	58
Whole number,	23	31	30
Over 15 years,	0	1	1
Between 8 and 14 years,	20	29	28
Neither absent nor tardy,	9	8	3
Number of visitors,	9	6	14

OSGOOD.

Length of School, in days,	58	55	58
Whole number,	25	28	25
Over 15 years,	1	0	0
Under 5 years,	0	0	0
Between 8 and 14 years,	18	18	21
Neither absent nor tardy,	7	9	6
Number of visitors,	4	9	8

BAILEY.

Length of School, in days,	58	55	58
Whole number,	16	14	16
Under 5 years,	2	0	0
Over 15 years,	0	0	1
Between 8 and 14 years,	8	9	8
Neither absent nor tardy,	5	8	4
Number of visitors,	5	3	7

ABBOTT.

Length of School, in days,	57	55	59
Whole number,	13	11	12
Over 15 years,	0	1	1
Between 8 and 14 years,	11	7	10
Neither absent nor tardy,	3	6	2
Number of visitors,	8	8	10

NORTH.

Length of School, in days,	58	55	59
Whole number,	15	13	15
Between 8 and 14 years,	10	9	11
Neither absent nor tardy,	9	4	6
Number of visitors,	11	7	8

PUPILS WHO HAVE NOT BEEN ABSENT OR TARDY IN THE SEVERAL TERMS.

GRAMMAR SCHOOL.

FIRST TERM. — Dora S. Berry, Lizzie A. Gleason, Cora L. Holt, Jennie Y. Middleton, Carrie S. Manning, John A. Leitch, Connie A. Sullivan, Prosser H. Frye, Wilmer F. Jenkins, John A. Nolan, Robert A. Watson, Clara J. Baldwin, Nellie W. Battles, Nellie W. Buchan, Alice B. Cheever, Edith A. McLawlin, Robbina Robb, Augusta M. Wright, James A. Donovan, Homer T. Foster, Bennie Henry, Bertie H. Hill, John F. Hurley, Daniel Hurley, Charles L. Murray.

SECOND TERM. — Annie M. Barry, Cora L. Holt, Annie D. Holt, Alice C. Jenkins, Carrie L. Stott, Miriam S. Thayer, George W. Cole, Granville K. Cutler, Ellicott Douglas, Prosser H. Frye, Wilmer F. Jenkins, Daniel A. Mixer, James E. Nolan, John A. Nolan, Edwin S. Reid, Agnes S. Brown, Clara J. Baldwin, Julia D. Collins, Maggie J. Collins, Maggie C. Donovan, Cora F. Mayer, Edith A. McLawlin, Mary M. Poor, Robbina Robb, Mary A. Wright, Isaac H. Clark, Bertie H. Hill, John F. Hurley, Stephen Robb, Walter W. Souter, Jennie Abbott, Walter Barry, Jennie Bernie, Alice B. Cheever, Jennie Driscoll, Nellie Donohue, Alice Hill, Marjory Lowe, Lizzie Moynihan, Lizzie McCoy, George Mayer, Harry Noyes, Charles Plummer, Gertie Shaw, Katie Staples, George E. Smith.

THIRD TERM. — Sarah B. Blunt, Julia B. Nolan, Miriam S. Thayer, Daniel A. Mixer, Austin Upton, Clara J. Baldwin, Nellie W. Battles, Isaac H. Clark, Charles W. Dodson, Robert A. Watson, Jennie Abbott, Lizzie Moynihan, James Connolly, Harry Noyes.

SOUTH CENTRE.

FIRST INTERMEDIATE DEPARTMENT.

FIRST TERM. — Jennie Abbott, Anna Barry, Eva Bodwell, Albion J. Burt, Harvey Clark, Frank Crossley, Mary Cullinane, Harry Noyes, Addie Overlock, Charles Plummer, Annabell Richardson, Gertie Shaw, George E. Smith, Mary Stuart.

SECOND TERM. — Eva Bodwell, Kittie Barnett, Fred. P. Berry, George M. Dean, Willie L. Frye, Ellen Nolan, John O'Brien, Colver Stone, Susan Stevens, Daniel Sullivan, George E. Smith, Minnie Tough.

THIRD TERM. — Agnes S. Abbott, Eva Bodwell, Fred. P. Berry, Katie Barnett, Alice Dean, Willie L. Frye, John O'Brien, Minnie Tough, William Woods.

SECOND INTERMEDIATE DEPARTMENT.

FIRST TERM. — Ellen M. Cullinane, George M. Dean, Gertie Faulkner, Oswald F. Goldsmith, Willie F. Howard, Ida J. Holt, James Hull, John Meldrum, Nellie Nolan, Herman A. G. Smith, Fannie C. Smith, Minnie Tough.

SECOND TERM. — John Driscoll, Johnnie Driscoll, Willie Dougherty, Mary Haley, George H. Hayward, E. Stewart Jenkins, Michael Moynihan, Thomas W. Murphy, Willie P. Nolan, Albert Shaw, Katie A. Swift.

THIRD TERM. — Johnnie Driscoll, Willie Dickson, Perley F. Gilbert, George H. Hayward, Thomas W. Murphy, Dora L. Mason.

FIRST PRIMARY.

FIRST TERM. — John Driscoll, Perley F. Gilbert, George H. Hayward, E. Stewart Jenkins, Dora L. Mason, Nellie P. Nolan, Mary R. Putman, Effie M. Smith, Albert J. Shaw, Florence I. Abbott, Annie Carey, Michael Crowley, Hattie L. Dean, Kate Scofield, Charles F. Smith, Cora J. Tough, Timothy Collins.

SECOND TERM. — Bessie Blood, Ina L. Baker, Kate A. Cullinane, John T. Carey, Hattie L. Dean, Mary A. Hurley, H. Edna Noyes, Kate O'Brien, Kate Scofield.

THIRD TERM. — Michael Crowley, John Haggerty, Kate Cullinane, Willie Donovan.

SECOND PRIMARY.

FIRST TERM. — Martin Nolan, Thomas Scofield, Ina L. Baker, Cornelius Collins, Kate Cullinane, William D. Donovan, Thomas Martin, Frank L. Martin.

SECOND TERM. — Ella J. Bodwell, Charles B. Baldwin, Lizzie B. Downing, Michael Driscoll, Albert G. Farnham, Nellie Haley, Frank L. Martin, Charles Murphy, Frank F. Noyes, Martin Nolan, Jane Piddington.

THIRD TERM. — Michael Driscoll, Jerry Driscoll, Arthur W. Holt.

VILLAGE.

INTERMEDIATE DEPARTMENT.

FIRST TERM. — Cora C. Abbott, Charles G. Busfield, Mary E. Collins, James Duval, Jane A. Lowe, Lizzie A. McCoy, Stella M. McCoy, Lottie E. McIntosh, Lizzie A. Moynihan.

SECOND TERM. — Cora C. Abbott, Susie Bruce, Charles G. Busfield, Edward Daley, Dennis Driscoll, Maggie Lowe, Stella M. McCoy, Joseph McManus, Mary McManus, Julius Duval.

THIRD TERM. — Joseph McManus, Stella M. McCoy.

PRIMARY DEPARTMENT.

FIRST TERM. — John S. Buchan, James H. Bain, Edward Daley, Julius Duval, Annie E. Burke, Annie J. Collins, Bella E. Duval, Bella Lowe.

SECOND TERM. — Annie J. Collins, Bridget Muldowney, Clara L. Stark.

THIRD TERM. — Eva B. Stark.

PHILLIPS.

FIRST TERM. — Annie Collins, Freddie Hayward.

SECOND TERM. — Annie M. Abbott, Nellie Hayward, Mary Sullivan, Maggie Nolan, Annie Nolan, Frank Higgins, Freddie Hayward, Michael Nolan.

THIRD TERM. — Maggie Nolan.

HOLT.

FIRST TERM. — Bell J. Butterfield.

SECOND TERM. — George Abbott, Fred. C. Harnden, Johanna Donovan, Piety Mander, Nellie Shea, Lillie A. Woodbridge.

THIRD TERM. — Fred. C. Harnden.

SCOTLAND.

FIRST TERM. — Addie M. Buxton, Esther M. Gould, Anna A. Holt, Frederic H. Jones, Mamie F. Mason, Gertie C. Mason, Lizzie G. Mason, Mary C. Parker, Fred. C. Parker.

SECOND TERM. — Addie M. Buxton, Clara Buxton, Ira Buxton, Esther M. Gould, Fred. A. Gould, Alice M. Hinton, Anna A. Holt, Susie K. Jones, Gertie C. Mason, Lizzie G. Mason, Mamie F. Mason, Fred. C. Parker, Mary C. Parker.

THIRD TERM. — Anna A. Holt, Gertie C. Mason, Lizzie G. Mason.

BALLARD VALE.

SENIOR DEPARTMENT.

FIRST TERM. — Fred. Butterworth, Mary Daley, Eddie Fessenden, Sadie Haynes, Willie Helenius, Mellie Kniffin, Annie McAllister, Lizzie Mears, Laura Mears, Mary Riley, Katie Scott, Patrick Turner, Aggie Winton.

SECOND TERM. — Arthur Bannister, Fred. Butterworth, Edward Fessenden.

THIRD TERM. — Fred. Butterworth, William Burns, Edward Fessenden, John Riley.

INTERMEDIATE DEPARTMENT.

FIRST TERM. — Mary J. Burns, Nellie S. Burns, Mary Horan, Mary McAllister, Sarah A. McKeon, Clara Saunders, James L. Bonner.

SECOND TERM. — Willie T. Burns, Ellen Dobe, Michael Flaherty, Willie E. Matthews, Theresa McFadden, Mary Turner.

THIRD TERM. — John F. Burns, Lucy C. Durrah, Willie E. Matthews, Charles N. Marland, Henry W. Platt.

PRIMARY DEPARTMENT.

FIRST TERM. — John Burns, Delia Caffrey, Lucy Derran, Katie Flaherty, Maggie Horan, John Hutchinson, Martin McCum, Eddie Miller, Charles Perry, Carrie Poor, George Riley.

SECOND TERM. — John Burns, David Burns, James Caffrey, John Hutchinson, Henry Riley, George Riley, Emily Hutchinson, Mary McFadden.

THIRD TERM. — John Hutchinson, Mary McFadden, Julia Daley.

FRYE.

INTERMEDIATE DEPARTMENT.

FIRST TERM. — Nellie Donohue, Charles Dodson, Annie Foster, George Hussey, James Lindsey, Aggie Morrison, George White.

SECOND TERM. — Fred Brown, Lyall Coulie, Richard Dodson, George Hussey, Carleton Hardy, Nellie McRae, Daniel O'Keefe, David Robb, John White.

THIRD TERM. — Lyall Coulie, Richard Dodson, George Hussey, Nellie McRae.

PRIMARY DEPARTMENT.

FIRST TERM. — Jessie Campbell, John White, Carleton Hardy, Harry L. Kenney, Grace I. Bentley, Owen Sullivan, Charles H. Bell, Stephen White, Andrew Dodson, Mary Campbell, Mary F. Bentley, Mabel G. Barnes, Isabella Graham, James S. May, John May, Andrew Campbell, Katie White.

SECOND TERM. — Grace I. Bentley, Charles H. Bell, Samuel Mahar, Andrew Dodson, Stephen White, John W. Birnie, Mabel G. Barnes, Ethel A. Stott, Mary Campbell, Isabella Graham, Mary F. Bentley, David M. May, James S. May, Timothy Sullivan, Stewart S. Bell, Andrew Campbell, Eddie H. Hussey, Katie White.

THIRD TERM. — Grace I. Bentley, Charles H. Bell, Samuel Mahar, Andrew Dodson, John W. Birnie, Frank Phillips, David May, James S. May, Mabel G. Barnes, Ethel A. Stott, Mary Campbell, Mary F. Bentley, John May, Fred Dodson.

WEST CENTRE.

FIRST TERM. — Minnie A. Brown, Albert B. Burt, Daniel H. Haigh, Hannah N. Murphy, Rebecca McCollum, William A. Trow, Nathan H. Cutler, William A. Haigh.

SECOND TERM. — Willard Ashworth, Minnie M. Brown, William B. Cutler, Jesse R. Haigh, Daniel Murphy, Maggie Murphy, William Murphy, William A. Trow.

THIRD TERM. — Minnie M. Brown, Daniel Murphy, William A. Trow.

OSGOOD.

FIRST TERM. — Annie Chase, Clara Batcheller, Hattie Lovejoy, Edwin Goldsmith, Ella Clark, Nellie Hatch, Laura Lovejoy.

SECOND TERM. — Clara Batcheller, Edwin Goldsmith, Hattie Lovejoy, Annie Chase, Ella Clark, Henry Farwell, Eldesta Goldsmith, Laura Lovejoy, Willie Livingston.

THIRD TERM. — Clara Batcheller, Hattie Lovejoy, Annie Chase, Edwin Goldsmith, Rufus McDonald, Eldesta Goldsmith.

BAILEY.

FIRST TERM. — Lydia Boutwell, Adella M. Boutwell, May B. Hardy, Eva A. Hardy, Melvin Morrill.

SECOND TERM. — Freddie S. Boutwell, Lydia Boutwell, Hattie L. Boutwell, Adella M. Boutwell, Arthur T. Boutwell, Chester N. Boutwell, Winthrop S. Boutwell, May B. Hardy, Freddie L. Hardy.

THIRD TERM. — Eddie W. Bailey, Lydia Boutwell, Emma Hardy, Freddie Hardy.

ABBOTT.

FIRST TERM. — Eva Abbott, Anna L. Abbott, Lettie J. Bennett.

SECOND TERM. — Anna L. Abbott, Eva Abbott, Lettie J. Bennett, Katie Fitzgerald, Nellie Fitzgerald, Lizzie Fitzgerald.

THIRD TERM. — Lettie J. Bennett, Frank Runnals.

NORTH.

FIRST TERM. — Lydia Bateman, Nattie Bateman, Willie Bateman, Annie Crowley, Lizzie Crowley, Willie Stevens, Annie Toye, Willie Toye.

SECOND TERM. — Nattie Bateman, Willie Bateman, Annie Toye, Minnie Toye.

THIRD TERM. — Willie Bateman, Annie Crowley, Katie Crowley, Lizzie Crowley, Mary Crowley, Annie Toye.

TABULAR STATEMENT.

SCHOOLS.	TEACHERS.	Number of Terms.	Salary per Week.
CENTRAL GRAMMAR:	M. Abby Whitehouse (Prin.), -	3	\$20 00
2d Department:	Laura F. Pasho, - - - - -	2	9 00
	Esther E. Barry, - - - - -	1	9 00
3d Department:	Susie M. Wilbur, - - - - -	1	9 00
	May Alton Manning, - - - - -	2	9 00
SOUTH CENTRE,			
1st Intermediate:	Annie L. Locke, - - - - -	3	9 00
2d Intermediate:	Ella F. Merrill, - - - - -	3	9 00
1st Primary:	Sarah F. Jones, - - - - -	3	9 00
2d Primary:	Abbie A. Richardson, - - - - -	3	9 00
VILLAGE,			
Intermediate:	Ada A. Buchan, - - - - -	3	9 00
Primary:	Mary F. Brown, - - - - -	1	9 00
	Mary E. Carter, - - - - -	2	9 00
PHILLIPS:	May Alton Manning, - - - - -	1	9 00
	Lillie R. Hammond, - - - - -	2	9 00
HOLT:	Anna M. Stoodley, - - - - -	1	9 00
	Nellie C. Bronson, - - - - -	2	9 00
SCOTLAND:	Kate Terhune, - - - - -	3	9 00
BALLARD VALE,			
Senior:	Ella M. Clark, - - - - -	1	10 80
	Jessie E. Macdonald, - - - - -	2	9 00
Intermediate:	Lizzie A. Pasho, - - - - -	3	9 00
Primary:	Sarah F. Holmes, - - - - -	1	9 00
	Mary F. Brown, - - - - -	2	9 00
FRYE,			
Intermediate:	Jennie H. Greaves, - - - - -	3	9 00
Primary:	Mary E. Jones, - - - - -	3	9 00
WEST CENTRE:	Lucia G. Merrill, - - - - -	2	9 00
	Hannah R. Bailey, - - - - -	1	9 00
OSGOOD:	Abbie F. C. Burt, - - - - -	3	9 00
BAILEY:	Fannie A. Hardy, - - - - -	3	9 00
ABBOTT:	Eva M. Goodrich, - - - - -	1	8 10
	Emma L. Ward, - - - - -	2	8 10
NORTH:	Mary E. Bixby, - - - - -	3	8 10

AVERAGE NUMBER AND

SCHOOLS.	Per cent. of Attendance for the Year.	AVERAGE
CENTRAL GRAMMAR :	93.2	Number belonging, - - Attendance of Scholars, -
SO. CENTRE, 1st Intermediate :	97.6	Number belonging, - - Attendance of Scholars, -
2d Intermediate :	94.	Number belonging, - -
1st Primary :	93.	Attendance of Scholars, -
2d Primary :	90.2	Number belonging, - -
		Attendance of Scholars, -
VILLAGE, Intermediate :	90.1	Number belonging, - -
		Attendance of Scholars, -
Primary :	87.	Number belonging, - -
		Attendance of Scholars, -
PHILLIPS :	88.6	Number belonging, - -
		Attendance of Scholars, -
HOLT :	87.5	Number belonging, - -
		Attendance of Scholars, -
SCOTLAND :	90.6	Number belonging, - -
		Attendance of Scholars, -
BALLARD VALE, Senior :	91.2	Number belonging, - -
		Attendance of Scholars, -
Intermediate :	93.	Number belonging, - -
		Attendance of Scholars, -
Primary :	89.6	Number belonging, - -
		Attendance of Scholars, -
FRYE, Intermediate :	96.2	Number belonging, - -
		Attendance of Scholars, -
Primary :	94.5	Number belonging, - -
		Attendance of Scholars, -
WEST CENTRE :	93.2	Number belonging, - -
		Attendance of Scholars, -
OSGOOD :	92.5	Number belonging, - -
		Attendance of Scholars, -
BAILEY :	93.	Number belonging, - -
		Attendance of Scholars, -
ABBOTT :	89.3	Number belonging, - -
		Attendance of Scholars, -
NORTH :	94.8	Number belonging, - -
		Attendance of Scholars, -

ATTENDANCE OF SCHOLARS.

MONTH.

1st.	2d.	3d.	4th.	5th.	6th.	7th.	8th.	9th.
111.5	108.25	100.75	118.25	115.	116.	111.25	110.	102.
104.1	101.35	95.58	116.23	111.58	113.	94.4	98.33	91.63
46.	48.	46.	40.25	40.	40.	44.75	42.75	39.25
43.9	45.6	44.1	38.25	38.5	39.1	42.21	39.3	37.1
31.	31.	30.5	26.45	29.5	31.	34.32	35.	28.5
29.5	29.15	28.3	25.55	28.5	29.2	32.37	33.	25.1
34.75	36.25	36.25	40.15	42.	41.33	40.33	41.75	39.1
33.33	35.35	35.7	39.3	40.85	39.21	37.1	34.3	32.3
45.5	57.	59.5	36.75	37.35	33.6	36.5	36.25	30.7
41.97	54.45	52.95	33.75	34.58	32.04	33.65	30.15	23.2
37.5	33.5	31.5	29.5	27.55	27.6	29.45	30.75	29.
35.25	30.25	29.6	27.65	26.15	24.44	25.35	55.9	24.45
53.5	54.7	53.7	38.8	42.4	41.4	39.7	39.	37.
48.3	48.7	47.9	36.8	40.7	36.3	36.27	22.7	29.7
32.	36.	37.	34.	33.	32.	34.	31.	30
29.	28.	30.	31.	29.	31.	32.	28.	27.
23.75	23.5	26.	22.48	24.55	23.66	23.	23.	23.
18.75	19.25	21.5	21.31	22.55	21.26	21.88	20.5	19.5
20.75	21.75	21.	21.	21.	20.13	20.25	20.	18.5
18.45	19.45	19.7	18.9	18.7	19.43	18.63	18.	15.95
39.25	37.25	37.	27.05	28.35	26.	37.52	35.95	35.5
38.65	33.45	30.33	26.05	25.85	24.	36.24	33.13	31.55
29.	29.	28.	29.25	28.5	25.	25.	23.75	22.25
27.	28.	27.	28.2	27.5	22.6	22.87	20.75	19.1
44.	47.	46.	55.5	54.7	50.7	44.8	41.8	39.2
41.	43.	42.	50.	46.	45.1	37.2	33.7	32.9
21.75	21.5	21.	22.5	23.	21.33	21. •	19.5	18.5
21.5	20.6	20.65	22.05	22.7	21.2	20.	17.75	16.43
39.5	40.	41.	39.5	41.	39.	39.75	40.	34.66
38.40	38.8	39.25	37.3	40.25	37.35	37.	34.75	31.85
23.	22.	23.	23.5	26.	28.	28.33	29.	26.25
21.65	20.45	21.60	23.1	24.98	27.3	26.33	26.35	21.75
21.	21.	23.	26.	25.	26.	26.	25.	23.
19.	20.	22.25	24.	23.	24.	24.	23.5	20.25
13.45	12.75	13.	13.5	14.	13.66	16.	16.	16.
12.88	12.3	12.65	13.2	12.85	13.44	14.88	13.25	14.78
12.	12.	12.	12.	11.25	12.	10.5	8.	7.75
10.38	11.	11.92	11.33	10.48	10.55	8.53	6.6	5.93
15.	15.	15.	10.7	13.	13.	15.	15.	15.
14.32	14.5	14.61	9.48	12.43	12.13	13.87	14.63	14.23

ORGANIZATION OF SCHOOL COMMITTEE
FOR 1880-81.

Varnum Lincoln, Chairman,	Term expires, 1883.
Samuel H. Boutwell, Secretary,	Term expires, 1881.
Felix G. Haynes, Auditor,	Term expires, 1882.

Sub-Committee on :

Central Grammar, South Centre, and Village Schools,
Varnum Lincoln.

Phillips, Scotland, Holt, and Vale Schools, Felix G.
Haynes.

Frye, West Centre, Osgood, Bailey, Abbott, and North
Schools, Samuel H. Boutwell.

REPORT

OF THE

SCHOOL COMMITTEE

OF THE

TOWN OF ANDOVER,

FOR THE YEAR 1880-81.



ANDOVER:

PRINTED BY WARREN F. DRAPER.

1881.

REPORT.

AMONG the varied interests that pertain to the welfare and good name of a Town none are confessedly so important as those which relate to their public schools—the intellectual education of their children and youth. Our Town recognizes this fact by appropriating for this object more money than it raises for any other purpose. To disburse this money with judicious economy, and at the same time with an eye to the most effective results,—to be in a certain sense the public guardians of the mental progress and welfare of the pupils attending our schools,—is a position of no small responsibility and of no slight care. Feeling it to be such, your Committee have aimed to discharge their duties to the best of their ability and judgment, keeping simply one object in view—the highest interests and prosperity of the schools of our Town. That any of our schools are perfect will not be claimed. A perfect school in any locality would be a rare curiosity, and can be looked for only as the fruit of perfected human nature,—a product to be sought in vain on terrestrial soil. But while we do not assert perfection for any, and while some, for special reasons, are superior to others, yet we believe we can confidently say that their condition, on the whole, is such as to render them a cause of just pride to the Town, and an instrument of great good to those enjoying the opportunities they afford.

But if the question were asked, whether, considering the large outlay of money and time devoted to the cause of education, our schools maintain so high a standard of scholarship, or secure generally such practical results as we desire or have reason to expect, we should not hesitate to answer

at once in the negative. Those who have taken an interest in this subject, and have been in a position to observe facts bearing upon it, have found, they think, cause to lament the vast waste of energy and means expended upon this great object. The instrumentalities employed do not yield that fruitage of intellectual culture commensurate with their amount and character, — in a word, that our schools do not accomplish the work that is possible for them to perform. And these same persons tell us that it is really a serious question, whether our schools do not exhibit, in some respects, a retrograde movement; whether actually, the children of to-day who attend them, are as proficient in their studies, and as thoroughly equipped for all the practical affairs of life as were the children of the same age thirty years ago. And there are, perhaps, facts which sustain this conclusion.

It cannot certainly be said that the pupils of the present day are less faithful to their advantages, or the teacher less competent, or that parents are less interested in the cause of education. The truth is, the number of studies in our schools has increased of late years, so that actually the work of the pupil and of the teacher is augmented rather than diminished. If there is any failure in the efficiency of our schools, compared with the past, it is to be found, we think, in the fact that not so much time is given as formerly, both in school and out, to the more useful and practical departments of knowledge. The lessons that have been added to the course of study, by law and otherwise, partake chiefly of the nature of the ornamental rather than the substantial. Necessary, perhaps, to those intending to follow certain professions, but not absolutely essential to the well-being of the great mass of the community or to the discharge of the common activities and duties of life.

In addition to this multiplicity of studies there is a flood of literature, in the shape of monthlies, newspapers, daily and weekly, library books, sensation stories — some of which are of exceedingly doubtful utility, but attractive to the romantic season of youth, — which too often occupies the time and

diverts the attention of our children, to the exclusion of the more solid branches of education. Our schools suffer, and the cause of true and useful learning is impeded, by these vast accumulations of insipid, not to say poisonous, literature to which our children have such free access, and which they eagerly devour. The exciting story is preferred to the Arithmetic and to the Geography; pleasing tales of marvel and adventure take the place of hard study and the useful lesson. This will explain, to some extent at least, why our schools do not accomplish more in the direction of solid usefulness. Books of the character mentioned are not, of course, allowed in the school-room, but they are permitted to occupy the time and absorb the mind of the pupil at home, unfitting him or her for the more serious and thoughtful application of mind to the prescribed order of study at school. And with so large an amount of desultory reading, and increased attention to the department of fine arts in our methods of education, the more thoroughly practical matters must necessarily be neglected. It is not unusual to find those who can skilfully touch the keys of a piano, who would fail in spelling the common words of the English language, or those who can paint and draw, who would pass a poor examination in the history of their own country. Facts like these convince us of the expediency of concentrating the tasks of the school-room and the valuable time of the pupils upon the weightier matters. That kind of education which prepares the youth for the active business and daily duties of life is of the first moment, and embraces those essential rudiments of knowledge which lie at the foundation of a thorough education, without the possession of which there can be reared no solid superstructure. This rudimentary preparation and mastery of general principles is an absolute necessity with all classes, the promotion of which should be the especial aim of our public schools. And in securing this important end we invite the co-operation of parents, the assistance of teachers, and the influence of every true friend of education.

VOCAL MUSIC.—The teaching of vocal music in our schools had until the last year been confined chiefly to the Centre Grammar School, under the direction of James R. Murray. Such a partial arrangement seemed hardly just to other parts of the Town. Therefore, at the beginning of the year, the services of Mr. Murray were secured for all our schools alike. Under his excellent instruction a general interest in this delightful science has been awakened among the pupils of all ages. It was a matter of deep regret to your Committee — a feeling which we believe is shared by all — when he resigned his position, to make his home in a distant State. His place cannot be easily filled. And under the present circumstances, we feel that we should be justified in suspending this department of instruction until the services of a teacher of like experience, and upon terms equally satisfactory, can be obtained.

TRUANCY.—Active efforts have been made the past year to suppress the growing evil of truancy. The statutes of the Commonwealth and the laws of the Town are very explicit on this subject, providing for officers whose duty it shall be to make complaints and execute all laws against “ Habitual truants and children wandering about the streets, having no lawful occupation or business, not attending school, between the ages of seven and sixteen years.” The Truant Officers the past year were Richard M. Abbott and Warren Mears, Jr., who have been re-appointed to serve the coming year.

PROPRIETORS’ FUND.—The interest of the Proprietors’ Fund (\$96) was duly received from the Treasurer, a portion of which (\$85.10) have been expended in the purchase of dictionaries, maps, and charts, for the use of the schools. The balance has been added to the amount of interest already in the hands of the Committee, and deposited in the Andover Savings Bank.

CENTRAL GRAMMAR, SOUTH CENTRE, AND VILLAGE SCHOOLS.

The Central Grammar School, in its different departments, under the excellent management of Miss M. A. Whitehouse, has sustained its usual well-deserved reputation. In point of discipline, diligence, and scholarly improvement it takes high and praiseworthy rank. The school is large, its highest average membership being nearly one hundred and twenty pupils. The responsible care and instruction of this large number, together with a general oversight over the whole building, containing in the Intermediate Departments over seventy more pupils, is no small task. Yet the executive ability and guiding hand of the Principal, sustained by competent assistants, do not fail to meet the demand. And all things move on with the steady impulse of a definite system, and a high ideal of what a school should be. Pupils accustomed to methods of training and discipline less firm and exact may at first chafe under its administration. But the good results show clearly that such methods are wise, and in the end most salutary to each and all. The necessity of firm government and good order in a school-room will not be questioned by any. There can really be no good school, no mental improvement, without these as the first requisites. And all parents who take pride in the high reputation of a school, and seek the moral as well as the intellectual welfare of their children, will cheerfully encourage and sustain a teacher in all judicious efforts to maintain wholesome discipline. In carrying on her work the past year the Principal has been fortunate in having able and faithful assistants who have labored in cordial unity to the same end. Prior to the commencement of the Fall Term Miss Esther E. Barry, who after teaching two terms, and whose services were highly satisfactory, resigned. Miss M. A. Manning was assigned to her department. Miss Laura A. Haynes was selected to fill the place made by the transfer of Miss Manning. Miss Haynes brought to her work large experience and fine at-

tainments for such a position. And her painstaking efforts and thorough methods of teaching have fully justified our expectations. Of Miss Manning, who is well known as one of our best teachers, it is sufficient to say her labors have met, in all respects, the approbation of your Committee.

In years past it has been the custom with some parents to send children from the outlying districts to this school. It is supposed that the advantages here are superior, or that there is something peculiarly civilizing and elevating in the centre of a town. But in the present state of affairs it is becoming a question of serious concern whether this custom can be much longer continued without grave detriment to this school, and also to the schools from which these scholars come. The Central Grammar School is increasing in numbers corresponding to the increase of population in the central parts of the town. And its present size is nearly as large as the building can accommodate, or the present number of teachers can manage to good advantage. To overcrowd it would be certain to impair its efficiency and diminish its usefulness. Nor does there exist any weighty reason or special necessity for this transfer of scholars from outlying districts to the Centre School. The teachers employed in these districts are amply qualified to teach all the branches that receive attention at the Centre. Indeed, it is a fact highly creditable to them, and worthy of mention, that they often take their pupils into higher studies than are pursued even at the Centre School. They are all, to a certain extent, Grammar schools. And their teachers, without exception, are competent to prepare their pupils for the Punchard School, or any other of like grade. Why then send children a long distance through the heat of summer and storms of winter to the Centre School under the delusion that they are to enjoy better school-privileges by the change? It is, we think, a serious mistake. This feeling, which is not uncommon, that children living at the Centre are especially favored with opportunities of common-school instruction, has no foundation in fact, except in regard to the Punchard

School. In all other respects it exists more in imagination than in reality.

Besides, this practice is injurious to the schools in the sparsely-settled localities. It takes from these schools usually the best class of scholars, those pursuing the more advanced studies, consequently lowers the grade of the school. Its effect upon the scholars who remain is detrimental, as it removes those incentives to ambition and that stimulus to enthusiasm which often come from contact and association with those occupying higher positions in character and scholarship. And to the teacher it is peculiarly disheartening. So long as there is sufficient room in the Central Grammar School its doors, we trust, will not be closed to any ambitious and worthy boy or girl. But it will be well, we think, for parents, before exposing their children to the inconvenience of attending school away from their own neighborhood, to consider whether any especial advantage is to be gained.

The Intermediate Departments in this building, under the management of Miss Annie L. Locke, and Miss Ella F. Merrill, have both received that faithful attention that comes from teachers well tried and earnestly devoted to their work. In some respects the schools show a decided improvement. The sickness of Miss Merrill, near the close of the Spring Term, interfered somewhat with the usual order of things, but to no serious injury to the school.

The Second Primary, under the charge of Miss Abbie A. Richardson, has sustained its usual well-known and excellent reputation. It is one of those schools where little hands and heads are so busily and usefully employed with their lessons that the order takes care of itself. Miss Richardson, we are confident, has solved in this way the problem of successful teaching in our Primary Schools, if not in schools of higher grade. Where the enthusiasm and interest of the pupils are awakened, and their time occupied with something useful, there is less inclination to mischief or play. Miss Sarah F. Jones has labored in the First Primary with her accustomed zeal, and the work accomplished has been highly

satisfactory. The location and surroundings of this school-building are neither convenient nor ornamental. It stands in the vicinity of two cemeteries with a steep, unsightly bank upon one side, constantly exposing the children to inconvenience and danger. At a considerable expense these evils may be somewhat abated, but no amount of money can ever make it a desirable site for school purposes.

The Village Primary, taught by Miss Mary E. Carter, has enjoyed a season of marked success and prosperity. The order and discipline have been excellent, and where these important requisites are found, good lessons are sure to follow. Miss Ada A. Buchan has had charge of the Intermediate, and while she has labored under difficulties peculiar to the character of this school, she has been diligent in her work, and the good improvement noticeable in the studies is commendable. One of the great evils incident to this school is the irregularity of attendance. A large number of scholars are of that age when they can be employed in the mills, and when, at the same time, they are required by law to attend school a certain part of the year. The effect is, that they are entering and leaving at all times, thus disturbing the arrangement of the classes and the general order of the school. The law requiring the attendance of children at school at least twenty weeks of a year is most wise and beneficial, but it should be so improved as to require that such attendance should commence at the beginning of a school-term.

SOUTH SCHOOLS.

The schools in this part of the town have done as well the past year as can reasonably be expected of schools similarly situated. There has been but little change in their management since our last Report. The teachers have been the same through the year, and, with one exception, the same as last; and as long as they prove themselves capable and generally acceptable to the pupils we claim that it is a benefit to have them remain for a series of terms in the same school.

The progress made in the studies required has been much more rapid in some schools than in others, but we generally find in those schools which hardly fulfil our expectations causes beyond the control of either teacher or Committee. Our attention has been given to the health and comfort of the pupils during school-terms, and also to their attendance. And we think that although it is sometimes hard to keep unruly boys (who prefer their liberty in the streets to the confinement of the school-room) in their places, few, if any, whose age justifies the means, have been without school instruction.

The schools in Ballard Vale have given general satisfaction, and the efforts of the several teachers to make them successful have been in a great measure sanctioned by those most interested. Much labor and good work has been done in all, and but for the absence from the Grammar and Intermediate of so many during a part of the year these schools would occupy a higher rank, but as it is, these schools, in our opinion, are in better condition now than for many years previous. Much credit is due Mr. J. P. Bradlee for the interest he has taken in the education of the young in this place. The evening school which he so liberally maintained through the Winter, afforded instruction to nearly fifty pupils, and the results are gratifying to the Committee, and give credit to teachers, scholars, and all concerned.

The Scotland continues to hold its position among the best in town. The very successful work that has been performed in this school while it has been in charge of the present teacher is honorable to any school, and should, as it does, receive the approval of all in the district.

The Holt has been taught the past year by Miss Hattie L. Erving who, though without previous experience, has proved to be a very acceptable teacher. Her method of instructing and superior discipline have made a decided improvement in the school. The thorough training in the essential rudi-

ments which the scholars have received through the year, gives promise of rapid advancing in the future.

The Phillips has enjoyed a quiet year, and we report no decided change. Everything has gone along smoothly and satisfactorily, as far as we have been able to learn. The school has been troubled, as usual, with absent and tardy scholars, but we can report some improvement in that respect. Much credit is due the teacher for the excellent care of the school-property.

WEST PARISH SCHOOLS.

The Committee are happy to report the schools in this section of the town as having accomplished all that could reasonably be expected. The teachers, with one exception, have been those of the previous year. There has been no abatement of interest on their part to perfect their schools; but, on the contrary, there was much solicitude and anxiety manifested lest they should fall below their own high ideal. The very general satisfaction of the parents and others concerned in their own districts, as evinced by the very few complaints which come to the ears of the Committee, is conclusive proof of the little friction in the running of the school machinery.

Occasionally, however, charges are made against a teacher which impair her usefulness very much. She is either too strict or too lenient; too free and intimate with her pupils or too reserved; partial, or something of the kind, it matters not what, provided anything can be said to turn public opinion against her, and thereby bring about a change. The welfare of the school, as a whole, is of little consequence, if only prejudice can be gratified, and their own selfish ends answered. On investigation it is found that these complaints usually proceed from those who have become addicted to inviting criticism from their children by indiscreetly sympathizing with them in their imaginary troubles. The opinion of the child is taken as sufficient evidence for the parent to

condemn the teacher. Influences are set in motion destined to neutralize, if not destroy, the best efforts of the teacher, and the Committee, desiring the best good of the greatest number, feel compelled to put the reins in other hands, aware, all the while, at whose door the fault lies. Happily for all concerned, instances of this kind are growing less year by year, and it is to be hoped will ere long entirely pass away.

The Senior Department at the Frye Village, under the instruction of Miss Greaves, by whom it has been taught for a number of terms, has more than maintained its former standing. The patient and persevering labors of the teacher, under circumstances sometimes discouraging, have been rewarded by marked improvement. The discouraging element in this school, like the other Village schools, is the frequent interruption occasioned by scholars leaving or entering in the middle of the term to work in the mill, or to conform to the law requiring twenty weeks schooling in the year. Such scholars cannot properly be classified with those who attend constantly, and to form new classes so lessens the time which should be given to each recitation that the whole school suffers in consequence. Despite these drawbacks, decided advancement was made in all the branches taught. The improvement in Reading was clearly noticeable, and Drawing received considerable attention.

Miss Mary E. Jones severed her connection with the Primary School by resignation at the close of the Spring Term, after a service of several years. The handsome present received by her from her pupils at the close of the examination, bore testimony of the high appreciation of her services in that school. Her sister, Miss Mattie A. Jones, was appointed to fill the vacancy. This was her first experience. To teach and govern a Primary School successfully requires a good share of natural tact and energy. She seemed to possess these qualifications, and succeeded admirably in maintaining the high standing of the school. The scholars

are wide awake, and seem heartily to enjoy their school-work.

A new era seems to have dawned upon the West Centre School since Miss Bailey became its teacher. Her methods of government are mild but effective. Her happy faculty of imparting instruction interests and holds the close attention of her pupils. No one branch has received undue attention, but a healthy growth was noticeable in all its departments. Extended experience has enabled her to bring into life the latent energies of even the dullest of her scholars, and the friends of the school must be gratified with its present condition.

The Osgood and Bailey Schools have fully sustained their previous character throughout the year. The various points of good order, industry, promptness, and thoroughness appeared in the scholars, fulfilling what was anticipated from the teachers' well-known experience and success.

These schools present those rare instances of such general excellence that the Committee always thought of them with feelings of entire satisfaction. The methods pursued by these teachers differ in many respects, yet the results of their labors in the main are the same. Many of the scholars are advanced far beyond the average of their ages in our schools. The Reading in each shows teaching and study. In each there are classes in Algebra quite well advanced, and in all of the studies there was evidence of patient application.

The Abbott and North Schools, taught respectively by Misses Ward and Bixby, accomplished all that could be expected. The former school was very small, especially in the Winter Term; but those who attended were well instructed, thoroughly understanding the principles studied. Classes in Arithmetic passed an excellent examination.

Much improvement in Reading was noticed in the North School. The teacher succeeded in keeping alive the interest to a remarkable degree. There is some good material in this school. The scholars are mentally quick and active,

and ambitious to excel, and have done credit to themselves and their teacher.

This school, though too small for its highest welfare, has nearly as many pupils as its house will accommodate. Would the patrons of these schools be satisfied to unite them in one with a house centrally located, it would be the best thing to be done. It would be a great saving of expense, and the increased numbers would add stimulus to the school.

VARNUM LINCOLN,
FELIX G. HAYNES,
SAMUEL H. BOUTWELL,
SCHOOL COMMITTEE.

APPENDIX.

APPENDIX.

SCHOOL STATISTICS.

CENTRAL GRAMMAR.

	1st Term.	2d Term.	3d Term.
Length of School, in days,	58	59	64
Whole number,	101	129	113
Over 15 years,	12	6	9
Between 8 and 14 years,	69	105	86
Neither absent nor tardy,	30	35	18
Number of visitors,	14	16	15

SOUTH CENTRE.

FIRST INTERMEDIATE DEPARTMENT.

Length of School, in days,	58	59	64
Whole number,	43	48	48
Over 15 years,	1	1	1
Between 8 and 14 years,	42	46	47
Neither absent nor tardy,	14	15	6
Number of visitors,	10	12	11

SECOND INTERMEDIATE.

Length of School, in days,	60	60	64
Whole number,	34	34	32
Over 15 years,	0	0	0
Between 8 and 14 years,	34	34	32
Neither absent nor tardy,	6	13	3
Number of visitors,	6	17	8

FIRST PRIMARY.

Length of School, in days,	59	59	64
Whole number,	47	38	40
Under 5 years,	0	0	0
Between 8 and 14 years,	46	31	35
Neither absent nor tardy,	15	13	3
Number of visitors,	19	28	24

SECOND PRIMARY.

	1st Term.	2d Term.	3d Term.
Length of School, in days,	59	58	65
Whole number,	60	54	43
Under 5 years,	2	1	0
Between 8 and 14 years,	8	5	7
Neither absent nor tardy,	10	11	12
Number of visitors,	16	17	16

VILLAGE.

INTERMEDIATE.

Length of School, in days,	59	59	64
Whole number,	33	31	30
Over 15 years,	0	0	0
Between 8 and 14 years,	33	31	30
Neither absent nor tardy,	9	4	6
Number of visitors,	8	15	6

PRIMARY.

Length of School, in days,	59	59	64
Whole number,	52	54	47
Under 5 years,	0	0	0
Between 8 and 14 years,	21	16	22
Neither absent nor tardy,	4	4	4
Number of visitors,	15	16	6

PHILLIPS.

Length of School, in days,	58	59	64
Whole number	39	36	30
Under 5 years,	1	2	0
Between 8 and 14 years,	21	16	18
Neither absent nor tardy,	5	4	0
Number of visitors,	17	17	9

HOLT.

Length of School, in days,	58	58	63
Whole number,	27	21	20
Under 5 years,	2	0	0
Over 15 years,	0	0	0
Between 8 and 14 years,	17	16	15
Neither absent nor tardy,	4	2	2
Number of visitors,	16	15	8

SCOTLAND.

	1st Term.	2d Term.	3d Term.
Length of School, in days,	59	59	64
Whole number,	19	25	17
Over 15 years,	0	0	1
Between 8 and 14 years,	15	15	13
Neither absent nor tardy,	12	11	6
Number of visitors,	8	5	6

BALLARD VALE.

SENIOR.

Length of School, in days,	59	60	64
Whole number,	35	27	37
Over 15 years,	4	1	2
Between 8 and 14 years,	31	26	35
Neither absent nor tardy,	3	0	0
Number of visitors,	10	8	5

INTERMEDIATE.

Length of School, in days,	59	59	65
Whole number,	35	36	35
Between 8 and 14 years,	35	36	35
Neither absent nor tardy,	4	2	2
Number of visitors,	5	9	6

PRIMARY.

Length of School, in days,	59	59	65
Whole number,	49	53	46
Under 5 years,	1	1	0
Between 8 and 14 years,	15	14	11
Neither absent nor tardy,	3	1	1
Number of visitors,	8	9	4

FRYE.

SENIOR.

Length of School, in days,	57	59	64
Whole number,	21	27	28
Between 8 and 14 years,	21	26	26
Neither absent nor tardy,	6	10	5
Number of visitors,	7	15	12

PRIMARY.

Length of School, in days,	64	59	64
Whole number,	49	46	45
Under 5 years,	3	3	3
Between 8 and 14 years,	12	9	11
Neither absent nor tardy,	24	20	5
Number of visitors,	20	19	14

WEST CENTRE.

	1st Term.	2d Term.	3d Term.
Length of School, in days,	58	59	64
Whole number,	22	24	22
Over 15 years,	1	0	1
Between 8 and 14 years,	17	16	16
Neither absent nor tardy,	4	3	4
Number of visitors,	5	21	5

OSGOOD.

Length of School, in days,	58	60	64
Whole number,	25	24	20
Over 15 years,	0	0	1
Between 8 and 14 years,	19	18	13
Neither absent nor tardy,	7	4	3
Number of visitors,	6	18	26

BAILEY.

Length of School, in days,	58	59	64
Whole number,	13	12	12
Over 15 years,	0	0	2
Between 8 and 14 years,	11	10	11
Neither absent nor tardy,	7	11	4
Number of visitors,	4	7	3

ABBOTT.

Length of School, in days,	58	59	64
Whole number,	12	11	7
Over 15 years,	1	0	0
Between 8 and 14 years,	8	9	7
Neither absent nor tardy,	3	3	0
Number of visitors,	7	7	3

NORTH.

Length of School, in days,	59	60	64
Whole number,	14	12	14
Over 15 years,	0	0	2
Between 8 and 14 years,	8	7	8
Neither absent nor tardy,	5	1	3
Number of visitors,	4	10	6

PUPILS WHO HAVE NOT BEEN ABSENT OR TARDY IN THE SEVERAL TERMS.

GRAMMAR SCHOOL.

FIRST TERM.—Annie D. Holt, Nattie A. Cutler, George W. Cole, A. Ellicott Douglass, Prosser H. Frye, Wilmer F. Jenkins, Daniel A. Mixer, Clara J. Baldwin, Cora F. Mayer, Edith A. McLawlin, M. Augusta Wright, Charles W. Dodson, Homer Foster, Bertie H. Hill, Frank McManus, Fred Richardson, Robert A. Watson, Albion Burt, Harry Noyes, Charles Plummer, Alfred Washburne, Jennie Abbott, Jennie Birnie, Alice Cheever, Lillie Cole, Anna Donovan, Elsie Gilbert, Alice Hill, Lizzie Moynihan.

SECOND TERM.—Clara J. Baldwin, Nellie W. Battles, Agnes Brown, Edith McLawlin, Harry P. Abbott, Isaac H. Clark, Granville K. Cutler, Nattie A. Cutler, Charles W. Dodson, Homer Foster, Herbert Goff, Bertie H. Hill, Albert Holme, Daniel Hurley, Walter L. Lloyd, Charles E. Murray, Fred Richardson, Harry A. Ramsdell, Willie A. Trow, Robert Watson, Jennie Abbott, Jennie Bernie, Nellie Buchan, Albion Burt, Lillie Cole, Alice Cheever, George Smith, Ellen Cullinane, Lottie McIntosh, Agnes Morrison, Minnie E. Tough, George Dean, Willie Frye, George E. Hussey.

THIRD TERM.—Nellie W. Battles, Clara J. Baldwin, M. Augusta Wright, Maggie C. Donovan, Cecil K. Bancroft, Bertie H. Hill, Walter L. Lloyd, James J. Murphy, James E. Nolan, Harry A. Ramsdell, Robert A. Watson, Jennie Abbott, Anna Donovan, Charles Plummer, George Smith, Lizzie Moynihan, Agnes Abbott, George Dean.

SOUTH CENTRE.

FIRST INTERMEDIATE DEPARTMENT.

FIRST TERM.—Fred Berry, Harry Clark, Carrie Crossley, Alice Dean, George Dean, Gertrude Faulkner, Willie Frye, Oswald Goldsmith, James Hall, Ellen Nolan, John O'Brien, Maggie O'Brien, Annie Richardson, Willie Wood

SECOND TERM.—Eva Bodwell, John Driscoll, Alice Dean, Gertrude Faulkner, Fred Hayward, George H. Hayward, Frank Higgins, E. Stewart Jenkins, Maggie Nolan, Annie Pasho, Fred Pen-
nel, Kate Swift, Effie Smith, Agnes Spinssey.

THIRD TERM.—Katharine Barnett, George Hayward, E. Stewart Jenkins, Michael Moynihan, Willie P. Nolan, Daniel Sullivan.

SECOND INTERMEDIATE.

FIRST TERM.—Perley F. Gilbert, E. Stewart Jenkins, Willie P. Nolan, Fred Kennell, Charles F. Smith, Effie M. Smith.

SECOND TERM.—Florence I. Abbott, Bessie Blood, Timothy Collins, Hattie Dean, Maria Driscoll, Mary A. Hurley, Edna Noyes, Maud Randall, Grace H. Rea, Charles F. Smith, Katie Scofield, Cora J. Tough.

THIRD TERM.—Florence I. Abbott, Hattie Dean, Guy W. Gilbert.

FIRST PRIMARY.

FIRST TERM.—Bessie Blood, Ina L. Baker, Roger Blood, Kate Cullinane, John T. Carey, Dennis Driscoll, Hattie E. Farnham, Mary Marooney, Lizzie Richardson, Annie E. Carey, Timothy Collins, Hattie L. Dean, John V. Holt, Mary A. Hurley, H. Edna Noyes.

SECOND TERM.—Ella M. Bodwell, Michael Driscoll, Frank V. Noyes, Martin F. Nolan, Jane I. Piddington, Thomas T. Scofield, Ina L. Baker, Roger Blood, Kate Cullinane, William Donovan, Harriet E. Farnham, Jennie E. Jewett, Lizzie Richardson.

THIRD TERM.—Kate Cullinane, William Donovan, Michael Driscoll.

SECOND PRIMARY.

FIRST TERM.—Flora B. Balch, Lizzie B. Downing, Albert G. Farnham, Arthur W. Holt, Mary A. Moynihan, Martin Nolan, Alice Nolan, Frankie L. Noyes, Willie T. Rea, Atherton Ramsdell.

SECOND TERM.—Willie T. Rea, Sara Piddington, Alice Nolan, Maggie E. Lamont, Alexander Lamont, Maggie Haley, Mary A. Donovan, Jerry Driscoll, Julia Cullinane, Charles B. Baldwin, M. Leslie Abbott.

THIRD TERM.—Charles B. Baldwin, Flora B. Balch, Julia Cullinane, Mary A. Donovan, Jerry Driscoll, Albert G. Farnham, Arthur

W. Holt, Maggie T. Lamont, Alexander D. Lamont, Sara Piddington, Willie T. Rea, Maud I. Sturtevant.

VILLAGE.

INTERMEDIATE DEPARTMENT.

FIRST TERM. — Mary Collins, Eddie Daley, Julius Duval, Maggie Lowe, Stella McCoy, Lottie McIntosh, Mary McManus, Mary Nolan, Willie Robinson.

SECOND TERM. — Willie Bowman, Annie Buchan, Charles Bushfield, Eunice Lowe, Joseph Nolan.

THIRD TERM. — Charles Bushfield, Daniel Hilton, Willie Knipe, Austin McKenzie, Mary McManus, Mary Nolan.

PRIMARY.

FIRST TERM. — Joseph Nolan, Eva Stark, Carrie Stark, Mary Souter.

SECOND TERM. — Joseph McKenzie, Mary McKenzie, Eva Stark, Clara Stark.

THIRD TERM. — Eva Stark, Clara Stark, John Driscoll, Frank McManus.

PHILLIPS.

FIRST TERM. — Maggie Nolan, Winnie Graffam, Annie Nolan, Fred Hayward, Arthur Cummings.

SECOND TERM. — Annie Abbott, Nellie Hayward, Arthur Cummings, Otis Abbott.

THIRD TERM. — Michael Sullivan.

HOLT.

FIRST TERM. — Allen F. Abbott, Grace M. Abbott, Johanna Donovan, Fred C. Harnden.

SECOND TERM. — Bessie Jenkins, Irving F. R. Moulton.

THIRD TERM. — Grace M. Abbott, Ernest L. Young.

SCOTLAND.

FIRST TERM. — Anna B. Abbott, Addie M. Buxton, Clara Buxton, Ira Buxton, Emma E. Gould, Esther M. Gould, Freddie Gould, Anna A. Holt, Fred H. Jones, Mamie Mason, Lizzie Mason, Mary Parker.

SECOND TERM. — Anna B. Abbott, Addie Buxton, Clara Buxton, Ira Buxton, Alice Hinton, Eddie Hinton, Anna A. Holt, Florence B. Holt, Gertie Mason, Mamie Mason Lizzie Mason.

THIRD TERM. — Alice Hinton, Eddie Hinton, Gertie Mason Mamie Mason, Lizzie Mason, Mary C. Parker.

BALLARD VALE.

SENIOR DEPARTMENT.

FIRST TERM. — Rosa Riley, Mary Riley, William Burns.

SECOND TERM. — None.

THIRD TERM. — None.

INTERMEDIATE.

FIRST TERM. — John Burns, Lucy Derrah, Willie Matthews, Northey Marland.

SECOND TERM. — John Burns, Willie Matthews.

THIRD TERM. — John Burns, Eddie Miller.

PRIMARY.

FIRST TERM. — Oscar Newcomb, Mary McFadden, Mary Conway.

SECOND TERM. — Mary Conway.

THIRD TERM. — Jerry Daley.

FRYE.

INTERMEDIATE DEPARTMENT.

FIRST TERM. — Lyall Coulie, Richard Dodson, Carleton Hardy Nellie McRae, Daniel O'Keefe, Marion Stott.

SECOND TERM. — James A. Bain, Charles Bell, Grace Craig, Jessie M. Campbell, Lyall Coulie, Richard Dodson, Annie S. Fortis, Richard O'Keefe, Marion Stott, Owen Sullivan.

THIRD TERM. — Richard Dodson, Emily Hill, Jessie Campbell, James Bain, Fred Brown.

PRIMARY.

FIRST TERM. — Grace I. Bentley, Grace I. Craig, Richard O'Keefe, James Bain, Samuel Mahar, Andrew Dodson, Stephen White, John Birnie, David M. May, James S. May, Mabel G. Barnes, Ethel A. Stott, May F. Bentley, Isabella Graham, Fred S. Dodson, Andrew W. Campbell, Edward H. Hussey, Mary Hannan, Lewis

Smith, Otis Birnie, Barney Duffay, Charles Graham, Ray Poor, Mary Sullivan.

SECOND TERM. — Mabel Barnes, May Bentley, James S. May, Frank Phillips, Isabella Graham, Timothy Sullivan, Andrew Dodson, David M. May, Ethel Stott, Mary Campbell, Mary Hannan, Stephen White, Fred S. Dodson, Andrew Campbell, John May, Stewart Bell, Katy White, Mary Sullivan, May White, John O'Keefe.

THIRD TERM. — Andrew Dodson, Mabel Barnes, Frank Phillips, Ethel Stott, Lizzie Souter.

WEST CENTRE.

FIRST TERM. — Minnie M. Brown, Lizzie E. Mears, Hannah N. Murphy, Margaret Murphy.

SECOND TERM. — Minnie M. Brown, Emma G. Edwards, Gertrude E. Holt.

THIRD TERM. — Minnie M. Brown, Albert B. Burt, Hannah N. Murphy, Margaret Murphy.

OSGOOD.

FIRST TERM. — Annie Chase, Walter Batchelder, Mabel Flint, Porter Livingston, Georgie Livingston, Charlie Moulton, Eddie Moulton.

SECOND TERM. — Annie Chase, Willie Bailey, Lizzie Moulton, Eddie Moulton.

THIRD TERM. — Annie Chase, Rufus McDonald, Willie Bailey.

BAILEY.

FIRST TERM. — Hattie Boutwell, Adella Boutwell, Josie Boutwell, Winthrop Boutwell, Emma Hardy, May Hardy, Eva Hardy.

SECOND TERM. — Lydia Boutwell, Hattie Boutwell, Adella Boutwell, Josie Boutwell, Arthur Boutwell, Chester Boutwell, Winthrop Boutwell, Emma Hardy, May Hardy, Eva Hardy, Eugene Hardy.

THIRD TERM. — Adella Boutwell, Winthrop Boutwell, May B. Hardy, Eugene Hardy.

ABBOTT.

FIRST TERM. — Anna L. Abbott, Eva E. Abbott, Annie M. Bailey

SECOND TERM. — Eva E. Abbott, Anna L. Abbott, Elizabeth Fitzgerald.

THIRD TERM. — None.

NORTH.

FIRST TERM. — Annie Crowley, Kate Crowley, Lydia C. Bateman, Nathaniel Bateman, Mary E. Toye.

SECOND TERM. — Mary E. Toye.

THIRD TERM. — Annie Crowley, Elizabeth Crowley, Mary A. Crowley.

TABULAR STATEMENT.

SCHOOLS.	TEACHERS.	Number of Terms.	Salary per Week.
CENTRAL GRAMMAR :	M. Abby Whitehouse (Prin.), -	3	\$20 00
2d Department :	Esther E. Barry, - - - - -	1	9 00
	May Alton Manning, - - - - -	2	9 00
3d Department :	May Alton Manning, - - - - -	1	9 00
	Laura A. Haynes, - - - - -	2	9 00
SOUTH CENTRE,			
1st Intermediate :	Annie L. Locke, - - - - -	3	9 00
2d Intermediate :	Ella F. Merrill, - - - - -	3	9 00
1st Primary :	Sarah F. Jones, - - - - -	3	9 00
2d Primary :	Abbie A. Richardson, - - - - -	3	9 00
VILLAGE,			
Intermediate :	Ada A. Buchan, - - - - -	3	9 00
Primary :	Mary E. Carter, - - - - -	3	9 00
PHILLIPS :	Lillie R. Hammond, - - - - -	3	9 00
HOLT :	Hattie L. Erving, - - - - -	3	9 00
SCOTLAND :	Kate Terhune, - - - - -	3	9 00
BALLARD VALE,			
Senior :	Jessie E. Macdonald, - - - - -	3	9 00
Intermediate :	Lizzie A. Pasho, - - - - -	3	9 00
Primary :	Mary F. Brown, - - - - -	3	9 00
FRYE,			
Intermediate :	Jennie H. Greaves, - - - - -	3	9 00
Primary :	Mary E. Jones, - - - - -	1	9 00
	Mattie A. Jones, - - - - -	2	9 00
WEST CENTRE :	Hannah R. Bailey, - - - - -	3	9 00
OSGOOD :	Abbie F. C. Burt, - - - - -	3	9 00
BAILEY :	Fannie A. Hardy, - - - - -	3	9 00
ABBOTT :	Emma L. Ward, - - - - -	3	8 10
NORTH :	Mary E. Bixby, - - - - -	3	8 10

AVERAGE MEMBERSHIP AND

SCHOOLS.	Per cent. of Attendance for the Year.	AVERAGE
CENTRAL GRAMMAR :	95.7	Membership, - - - - - Attendance, - - - - -
SO. CENTRE, 1st Intermediate :	94.2	Membership, - - - - - Attendance, - - - - -
2d Intermediate :	89.2	Membership, - - - - - Attendance, - - - - -
1st Primary :	92.	Membership, - - - - - Attendance, - - - - -
2d Primary :	91.8	Membership, - - - - - Attendance, - - - - -
VILLAGE, Intermediate :	92.	Membership, - - - - - Attendance, - - - - -
Primary :	92.6	Membership, - - - - - Attendance, - - - - -
PHILLIPS :	82.5	Membership, - - - - - Attendance, - - - - -
HOLT :	88.3	Membership, - - - - - Attendance, - - - - -
SCOTLAND :	93.8	Membership, - - - - - Attendance, - - - - -
BALLARD VALE, Senior :	92.6	Membership, - - - - - Attendance, - - - - -
Intermediate :	94.3	Membership, - - - - - Attendance, - - - - -
Primary :	85.6	Membership, - - - - - Attendance, - - - - -
FRYE, Intermediate :	96.2	Membership, - - - - - Attendance, - - - - -
Primary :	95.9	Membership, - - - - - Attendance, - - - - -
WEST CENTRE :	90.	Membership, - - - - - Attendance, - - - - -
OSGOOD :	84.6	Membership, - - - - - Attendance, - - - - -
BAILEY :	97.2	Membership, - - - - - Attendance, - - - - -
ABBOTT :	84.1	Membership, - - - - - Attendance, - - - - -
NORTH :	89.1	Membership, - - - - - Attendance, - - - - -

ATTENDANCE OF SCHOLARS.

MONTH.								
1st.	2d.	3d.	4th.	5th.	6th.	7th.	8th.	9th.
98.5	98.75	98.25	118.95	115.46	116.75	111.75	110.	104.5
94.85	93.95	94.50	114.97	111.33	113.30	106.27	103.27	99.1
40.5	4	42.	45.25	44.	43.5	44.	44.	44.2
39.	37.	40.35	43.5	39.95	40.7	42.32	41.45	40.34
33.25	32.75	27.4	33.	31.	27.	29.	30.	29.8
31.45	29.75	21.1	31.6	28.2	26.	26.5	76.7	26.4
43.85	45.85	45.44	35.9	36.	36.	37.3	39.65	38.
42.51	41.8	43.24	34.75	33.8	34.05	33.4	33.8	32.
49.78	56.8	59.	44.6	50.3	46.25	41.5	40.5	38.75
44.58	52.15	54.05	40.45	47.7	43.50	39.05	36.45	34.60
30.85	29.75	25.5	26.75	27.25	26.	27.2	24.5	22.1
29.67	25.25	22.95	24.90	25.15	24.4	26.9	20.27	19.4
44.	48.15	49.5	46.5	48.2	48.7	46.	46.7	42.2
39.85	43.6	45.9	44.3	45.9	45.8	41.6	40.5	37.7
38.	37.	34.	32.	31.	32.	27.	29.	26
33.	33.	27.	29.	28.	26.	21.	21.	18.
23.25	25.75	26.	20.	21.	19.65	13.35	19.	18.
21.75	22.95	23.05	18.35	18.95	18.18	10.07	15.90	13.75
18.75	19.	18.5	23.34	24.5	24.	17.	17.	16.
18.55	17.42	18.42	22.19	23.35	22.65	15.82	14.82	14.
30.9	29.5	30.3	23.85	22.	22.	33.25	33.25	31.12
29.	27.9	28.4	21.88	20.03	20.8	30.37	30.47	28.5
33.	31.5	32.	29.75	32.5	34.	31.25	31.	31.4
31.7	30.25	30.3	28.15	29.35	30.	28.	28.45	30.98
42.	43.	42.	45.7	49.7	49.5	38.7	42.	40.
39.	38.	37.	42.8	45.	36.3	29.5	36.	32.6
19.75	17.5	16.87	25.68	25.7	24.35	27.	26.75	23.5
18.97	17.27	16.5	25.3	24.8	23.35	25.6	25.13	21.5
46.75	46.	47.	41.45	43.	44.25	42.8	40.	43.
45.4	45.	46.6	40.5	42.43	44.10	41.3	32.25	40.5
19.4	20.45	22.	21.85	23.	23.	21.	21.	21.
17.2	18.85	19.65	21.	21.	21.70	18.70	17.5	18.
23.	22.	21.	20.	23.	22.	18.	17.	16.
21.	20.	20.	16.	21.	20.	15.	10.	11.
12.32	12.	11.55	12.	12.	12.	15.	15.	15.
12.27	11.85	11.5	12.	11.85	12.	13.35	13.92	14.9
11.39	12	10.62	9.57	11.	8.	5.3	3.	4.
10.29	10.6	9.45	8.35	8.55	6.97	3.65	2.5	2.7
14.	13.	13.	12.	12.	11.	14.	14.	14.
13.34	12.25	10.95	9.7	11.1	8.67	13.18	12.50	12.55

ORGANIZATION OF SCHOOL COMMITTEE
FOR 1881-82.

Varnum Lincoln, Chairman,	Term expires, 1883.
Austin H. Burr, Secretary,	Term expires, 1884.
Felix G. Haynes, Auditor,	Term expires, 1882.

Sub-Committee on :

Central Grammar, South Centre, and Village Schools,
Varnum Lincoln.

Phillips, Scotland, Holt, and Vale Schools, Felix G.
Haynes.

Frye, West Centre, Osgood, Bailey, Abbott, and North
Schools, Austin H. Burr.

REPORT

OF THE

SCHOOL COMMITTEE

OF THE

TOWN OF ANDOVER,

FOR THE YEAR 1881-82.



ANDOVER:

PRINTED BY WARREN F. DRAPER.

1882.

REPORT.

THE present is an age particularly noted for its discoveries in the fields of science and art. It is a time when the human brain seems wonderfully fertile in the invention of new sources of comfort, health, and happiness, and especially in the production of those agencies that reduce labor, promote despatch, and accomplish the quickest results in the shortest time. This feature is revealed quite conspicuously in the matter of education. The love of novelty and change created by these new and often surprising inventions invades the schoolroom, manipulates the school-books, and gives birth to new theories that threaten a complete revolution in our methods of teaching and school management. Some of these new systems of teaching are known by the name of Pestalozzian, Kindergarten, German, Quincy, and others. And their authors claim for them greater efficiency and better results than can be secured under the old methods. All these theories have had, at some period of time, their enthusiastic advocates; some, at least, however, have been found to be impracticable and inefficient.

It is not our purpose here to discuss the merits of any of these new plans of common school education. Neither would we say, grand as it is, that our present school system cannot be improved. With the growing wisdom and experience of the race there will undoubtedly come changes that will greatly increase its usefulness. We have now only space to remark that any theory of education which proposes to remove the necessity of constant attention and diligent application on the part of the pupil must be regarded as unwise, if not pernicious. The common and truthful saying, that "there is no

royal road to learning" may be supplemented by another, equally self-evident, that there is no easy road to a good education. As prolific as are the productions of genius at the present time, no method has yet been discovered, by the use of which the pupil can attain any degree of intellectual improvement, except by hard and faithful study. Once acquired, the treasures of knowledge become sources of the purest happiness, yet they are secured only by the most diligent search. From the heights of learning the prospect is at once grand and delightful, they are accessible, however, only to the spirit of unwearied perseverance. Towns may furnish the best buildings, apparatus, teachers, and adopt the most modern method; but, after all, the real work, the work that is to develop and improve the mind, must be done by the pupil himself. This is one of the absolute and unchangeable conditions of all progress. And the sooner the pupil comes to realize this fact the more certain will be the prospect of his reaching the desired object. In the pursuit of knowledge nothing can take the place of untiring industry. There are tasks of certain kinds that one can perform for another, but never in the work of intellectual culture. In this department substitutes are an absolute impossibility.

Since, therefore, earnest personal application is the law of all mental growth, it is a serious question whether any invention or theory which encourages some short cut or easy way to the goal of knowledge is not really disastrous in its influence. Such theories are certainly false in principle, and, if credited, must necessarily lead to mischievous results. They allure the pupils by the false belief that they are to be relieved in some way from the pressure of that eternal law which invariably associates brilliant achievements with persistent work, and the highest attainments with indefatigable energy of purpose.

Hardly a worse thing could befall our youth than the impression that education was something that could be obtained by some easy, labor-saving process. That would, not, indeed, be education which could be secured by such

means. Education is not a process by which the memory is loaded with a mass of dry facts. It does not seek to make our youth walking encyclopædias of rules, dates, and conjugations. Its chief work is to develop and discipline the faculties of the mind—to teach the pupil to think, reason, and judge for himself; in short, as indicated by the word itself, to call out the latent powers of the soul into greater activity, strength, and beauty. Its aim is not to cram with learning, but to drill the faculties. And to accomplish this sharpening of the faculties much hard intellectual labor becomes an indispensable necessity. Any method, therefore, that pretends to make the process of education a mere holiday pastime signally defeats the very purpose of education. It leaves the mind untrained, and incapable of intelligently applying its powers of reason and judgment to the manifold problems and pursuits with which it is called to deal in life.

With this definition of education, we must confess our lack of sympathy for what are termed “new methods.” We are yet to be convinced that there is any better ideal of a good school than the old-fashioned one, which is, good order, ambition to excel, and a plenty of hard study. And the sooner that parents, teachers, and pupils come to the conclusion that our schools are not nurseries or play-grounds for the petted and the indolent, but places for training the mind, stimulating self-reliance, and furnishing our youth with that mental equipment requisite to fight the hard battle of life, then all the more certain are these schools to take a higher position, and to be the means of greater usefulness.

In regard to the public schools of Andover the past year, it gives us pleasure to state that, with perhaps two or three exceptions, they have been highly successful and prosperous. These exceptions are not absolute failures, but schools where they have not sustained their usual good reputation for order and improvement. On the other hand, there are others that have decidedly gained in these essential features. The more particular condition of our several schools will be found in their appropriate place on other pages of this Report.

VOCAL MUSIC. — After the resignation of Mr. James R. Murray, who taught so acceptably this branch of education in our schools the previous year, your Committee found it difficult to secure a suitable person for the position. They succeeded, at last, in obtaining the services of Mr. Edward Butterworth, the teacher of music in the North Andover public schools. His term of engagement thus far, though not long, encourages us to believe that with his knowledge of the science and his aptness to teach, this important branch of education will not suffer in his hands. All our Grammar and Intermediate schools have been supplied with copies of the Music Intermediate Reader.

SPELLING. — The art of good spelling is an acquirement that should have a prominent place in all our schools. Yet we fear it is often neglected in the interest of more showy accomplishments. But we would here call the attention of our teachers to this matter, and emphasize its importance in the work of education and practical life. And while urging its value as a prominent study in all our schools, we would also insist upon its being taught in a systematic and scholarly manner. This, we are sure, cannot be done without requiring the pupil to pronounce the word before spelling, and every syllable as he spells it. The careless habits that pupils are sometimes allowed to form in regard to this matter are not marks of good scholarship or of right guidance. We also record here our disapproval of that method of spelling lately adopted which repeats the letters where two similar consonants or vowels come together in the same word. Changes are sometimes improvements; but in this instance it is decidedly the reverse.

TRUANCY. — This evil has been considerably abated the past year; but it is not wholly removed. We ask the active co-operation of parents and teachers with the truant officers in suppressing a practice so mischievous to our schools. The truant officers the coming year are the same who served the last — Richard M. Abbott and Warren Mears, Jr.

PROPRIETORS' FUND. — The interest of the Proprietors' Fund (\$96) was duly received from the Treasurer, a portion of which (\$87.10) has been expended in the purchase of Dictionary, Charts, and Singing Books for the use of the schools. The balance has been added to the amount of interest already in the trust of the Committee, and deposited in the Andover Savings Bank.

REPAIRS. — The expense of keeping our school-buildings and the grounds about them in good order and repair is no small item. Public property of all kinds is commonly considered a legitimate object of attack by the evil disposed. And where circumstances render it difficult to discover the offender, as they do in our large schools, the temptation to commit such depredations is still greater. In addition to the usual amount of breakage of various kinds, which buildings and furniture suffer to a greater or less extent every year, by children of destructive propensities, there is a general depreciation of property which comes from the natural action of weather and time. But from whatever cause there exists a necessity for these repairs, your Committee deems it wise, as well as a matter of economy, to keep our school-buildings in a respectable condition. Not only from a financial point of view is this judicious; but the moral effect is of no small consideration in the calculation. Decent and well-furnished school-buildings and pleasant surroundings largely contribute to the culture of self-respect and a love of goodness and beauty in the mind of the pupil, and assist in no small degree in the promotion of the general order and progress of the school; while it is well known that dilapidated buildings have an opposite influence. Besides, the public spirit and good name of the Town is sadly compromised by any neglect or stinted policy in this direction. And we are confident that there are few citizens of our Town who do not wish to see their public buildings present such an appearance of tidiness as will inspire the sentiment of worthy pride in their own hearts, and command the respect, at least, of strangers.

CENTRAL GRAMMAR, SOUTH CENTRE, AND VILLAGE
SCHOOLS.

The Central Grammar School has maintained, the past year, its usual standard of superior merit. The labors of Miss M. A. Whitehouse, so often favorably mentioned in these Reports, have not diminished either in quality or quantity. The excellent order, the thoroughness of drill, and the general diligence of the pupils, as seen in the room over which she has particular charge, are sure evidence of the best results. Nor should we fail to record the efficient aid which by her experience and oversight she renders to other departments of this school. The work of this school was somewhat interrupted by the resignation of both assistant teachers at the close of the Spring term. The first assistant, Miss M. A. Manning, resigned to reside in Colorado. The vacancy was supplied by the appointment of Miss Mary F. Woodbridge. The position of teacher was new to Miss Woodbridge, and the class was by no means a model one in good behaviour. But her education, qualities of mind, and decision of character justified the appointment; and her labors thus far encourage the belief that with larger experience she will be highly successful in the profession she has chosen. A marked improvement in the studies and conduct of her class has been plainly visible from the commencement. Miss Carrie E. Berry was appointed to take the place of second assistant, made vacant by the resignation of Miss Laura A. Haynes, and her labors have been attended with praiseworthy success. Three essential requisites to a good teacher — firmness, aptness to teach, and devotion to her work — seem combined in the character of Miss Berry; and the rapid progress of her pupils shows that the confidence reposed in her abilities has not been misplaced.

The Intermediate Department in the same building, in the care of Miss Annie L. Locke and Miss Ella F. Merrill, exhibited a falling off in the number of scholars, compared with past years. These teachers, however, have labored

with their accustomed zeal, and with very satisfactory results. The good conduct and industry of the pupils, as seen generally in their rooms, produced their natural fruit in the high degree of mental progress which they reached for children of their age.

We desire, in this connection, to call the attention of the Town to the sad condition of the grounds about the building occupied by these schools. The building stands in a field to which there is no access except over a soil naturally soft and muddy. There has never been any road whatever made to it. And in the spring of the year, and after every fall of rain, the present go-as-you-please path is well nigh impassable. What is needed is, either that a road should be cut from Bartlett Street connecting with Punchard Avenue,—this would give direct access to the Grammar School building, and be more convenient for the scholars coming from the south part of the Town,—or else a solid gravel walk from the building directly to Punchard Avenue. We trust the good sense and public spirit of our Town will not long delay this much needed improvement.

The Second Primary school has during the past year enjoyed, as usual, the labors of its devoted teacher, Miss Abbie A. Richardson, which is equivalent to recording its continued prosperity. The painstaking efforts of Miss Richardson to inspire and guide the many little ones placed under her care bears every year the best fruits. It is one of our most wide awake and successful schools, where work is converted into play, and dullness into enthusiasm.

The First Primary, in the same building, has sustained its usual good character for order and improvement. Miss Sarah F. Jones, in whose charge it has been, is one of our earnest working teachers; and it has been a cause for regret that, owing to ill health, she was compelled to relinquish for a few weeks her care of the school, at the close of the winter term.

Certain long needed improvements have been made in the appearance of the surroundings of this school building. The unsightly bank on the north side has been covered by a sub-

stantial face wall. Other improvements are contemplated, which will redeem this peculiarly exposed structure from the dilapidated condition it has too long presented.

The Village Primary, taught by Miss Mary E. Carter, has been an interesting and prosperous school. The wise method adopted by the teacher to awaken interest and advance her pupils are plainly seen in their studious attention and steady progress. This school may be regarded as one of our best of its grade.

The Intermediate, in the care of Miss Ada A. Buchan, has long had the reputation of being a difficult school. While many of the scholars are well disposed, it contains certain rough natures that sadly lack home discipline. Miss Buchan is one of our conscientious and faithful teachers, and, in spite of the difficulties of her position, many of her pupils made creditable progress. She was compelled to resign her position, at the close of the winter term, on account of failing health.

SOUTH SCHOOLS.

The schools in this part of the Town vary but little from those already reported. It is not hard to see that certain schools have done unusually well, while others have changed but little for better or worse. The peculiar situation as regards the changing of the scholars during a term, the irregularity of attendance, and less interest while in school, serves to keep some schools on the same level from year to year. Those that show the least progress or improvement are oftentimes those in which the teacher has labored the hardest and been the most faithful to her duties. The position as teacher in one of these schools is arduous, and requires much patience and perseverance. Surely, she should meet with the cordial support of all who are in any way connected with them. With but few exceptions we think they do. And we are pleased to report that cases grow less frequent each year when parents interfere in the government of their children. And if in these isolated cases they would only take time,

and view the subject calmly, and think how hard it is for them in many instances to govern their own children, and how much harder it must be for a teacher who has so many under her care, their verdict would be different. No scholar will carry complaints about the teacher home unless encouraged to do so by the parents. This may be done by listening to their magnified accounts, and of course all the blame is thrown upon the teacher, and she is at once condemned. This is not justice. Consider, first, that in order to have a good school there must be rules, and these must be obeyed, and no teacher will punish a pupil unless, in her judgment, he or she deserves it. And in that matter the teacher should be the better judge.

To give a correct report of each school, we are in duty bound to take into consideration all those things which may tend to injure or benefit it and the position in which it is placed. We do not expect as much progress in some schools as in others, and it is impossible, and ever will be, to have as efficient schools in some districts as in others. And keeping this in view we are in some degree able to judge of the work done through the year correctly.

The schools in Ballard Vale have done a fair year's work. The Grammar, under the instruction of Miss Macdonald, appeared well at the annual examination, and showed that much faithful labor had been performed. Since then, for several reasons, the school has not fulfilled our expectations; and we have had reason to regret the absence of that very worthy class which had for several years exerted such a powerful influence for the good of the school. We only hope that those to whom we must now look for example will consider the importance of their position, and do as well.

The Intermediate has done better than for many years. The discipline has been good, and the scholars have made very fair improvement. The labor accomplished by Miss Pasho in this school during the year has been highly satisfactory to the Committee. And we have reason to expect even better results in the future.

The Primary has always been, under the present management, a model school. Miss Browne has a happy faculty of governing a school of this grade. The scholars are orderly and quick, and we are justly proud of the little ones, who seldom in this school go to their class with their lessons unlearned.

At the close of the Spring Term Miss Terhune severed her connection with the Scotland school. During the three years of service there she had remarkable success, and the school ranked as one of the best in town. By request of nearly all in the district Miss Susan R. Carter was appointed to fill the vacancy. She is a teacher of large experience; and we are already convinced that the selection was a wise one. The school has maintained its good position, and everything is moving along to our satisfaction.

The Holt has had a prosperous year; and since it has been in the hands of Miss Erving it has steadily grown better. The discipline is excellent, and the general appearance of the school is every way satisfactory. The pupils have been very regular in attendance, and have made rapid advancement in their studies. This school is much larger than formerly, and ere long, we predict, will take its place in the front rank among similar schools in town.

The Phillips has very much improved, in many things, during the year. The discipline is much better than formerly, and the pupils take more interest in what they have to do. Miss Hammond has labored hard to advance them, and she has not been entirely unsuccessful in this respect. Fair progress has been made in their studies, and the school is in good condition for another year's work.

REPAIRS. — During the year a new shed has been built for the Ballard Vale School in which a coal-bin and place for storing wood and other purposes is provided. This required considerable outlay; but it was needed very much, as there has never been a place before suitable for either. We consider it would have been a matter of economy if one had been built long ago. The other houses in this department

have required no great outlay, but have received all necessary repairs from time to time, as was needed to keep them in good shape.

WEST PARISH SCHOOLS.

Taken as a whole, the schools in this section of the Town have had a prosperous year. The majority of the teachers have been those who have occupied their present position for some length of time. With no abatement of interest or zeal in their work, these teachers have wisely used the advantage which a larger experience and a more minute acquaintance with the individual characteristics of their pupils has given them. Schools which enjoy the continued services of such teachers cannot help making steady progress.

The Senior Department at the Frye Village has been in this felicitous condition the past year. Miss Greaves has added another year of praiseworthy service to that previously performed by her in this school. Her thorough acquaintance with the individual wants of the school, together with her earnestness and devotion to her work have produced, as would naturally be expected, very gratifying results. Though laboring under the disadvantages and discouragements, spoken of in a former Report, of "frequent interruption occasioned by scholars leaving or entering in the middle of the term, to work in the mill or to conform to the law requiring twenty weeks schooling in the year," she has still caused a steady progress to be made in the school. If parents could be made to feel more universally the greatness of the loss not only to their own children, but to the whole school, which such an interruption occasions, they would make greater sacrifice to avoid it; and if the law-makers would perform a truly beneficial service for schools thus unfortunately situated in the proximity of factories and mills, they would so amend or alter the existing law as to make it impossible for such an interruption to occur during term time.

The Primary Department, in the same building, in charge of Miss Mattie A. Jones, which has not suffered from such

interruption, has enjoyed a year of unusual prosperity. Although Miss Jones began the work of the year with only two terms of previous experience in teaching (and that in connection with this school), yet such has been the proficiency and progress exhibited by the pupils in their work that she merits the highest praise. She has certainly shown herself possessed of most excellent qualifications for a teacher of little folks. Excellent deportment, with thoroughness and enthusiasm in their work, has characterized the school throughout the year. A like rapid improvement in the future will soon enable Miss Jones to rival the flattering reports of her predecessor, and place her in the front rank of our primary teachers.

The West Centre is another of those schools that have been so fortunate as to enjoy the further service of a tried and highly acceptable teacher. Miss Bailey's methods in government and in imparting instruction have been very successful. An air of quiet diligence seemed to pervade the schoolroom, and there was evidence of thorough, earnest work on the part of both teacher and pupils. Evidence of the teacher's wide experience, wealth of information, general culture, and ability to use it all to advantage, was clearly apparent in the recitations, examinations, and general bearing of the pupils.

The Osgood School, so highly commended in former Reports, has been less fortunate. During the Spring Term, under the lead of its veteran teacher, Miss Abbie Burt, everything moved on with its accustomed gratifying results. During the Summer Term, however, illness at home necessitated the employment for several weeks of a substitute. And though the work of the school was carried on as well, perhaps, as could be expected under the circumstances, yet the school, as is usual in such cases of interruption, suffered a drawback. The illness of Miss Burt at the opening of the Winter Term necessitated the employment of another teacher for that Term, and in the hour of extremity Miss Minnie Poor was appointed to the work. She came from the midst of her course at the Normal School, without any previous expe-

rience in teaching, and though she succeeded in her difficult task better than many new beginners and some veterans in the service, yet there was not that thoroughness and progress in the studies and excellence in the deportment of the pupils which the Committee had hoped to see. A school that has been so long in charge of one teacher, and one of such large experience and earnest devotion to her work, as had been the case in this school, can seldom, if ever, experience a change of teachers for one term without sustaining a very considerable loss; and it is hoped that the same hand that has wrought so faithfully and so well in the past may be able in the near future to resume its work.

The Bailey is another school that is to be reckoned as having been for the past year among the felicitous class, and, it might be said, among the most felicitous of its class. It has no peer, in point of advanced scholarship, in any other common school in town; and in every other respect, except numbers, it is equal to the best. Miss Hardy is evidently *the* teacher for the place. If all the schools in town were in as happy a condition as this one, the care and anxiety of the Committee would be reduced to the minimum; in fact, the services of the Committee might almost be entirely dispensed with.

Owing to the bad condition of the roof, the plastering on the ceiling of the schoolroom had fallen off and become loosened in so many places that it was found necessary to replaster the whole. Accordingly, during the Summer vacation it was done, and at the same time the east side of the roof was resingled, at a total expense of sixty-seven dollars. The west side of the roof was in better condition, and it was thought that with some slight repairs it might do service a little while longer.

There remains to be mentioned the two smallest schools in town, viz. the Abbott and North Schools. The Committee is happy to be able to report a year of unusual good feeling and prosperity in the former, and very gratifying results in the latter.

At the beginning of the year Miss Lizzie B. Abbott was appointed to fill the vacancy in the Abbott District caused by the resignation of Miss Ward. The results that have followed have been most happy indeed. The genuine affection of the little group of girls comprising this school, which seemed to spring up at the very beginning, and has since continued, toward their teacher, has enabled her to accomplish very much in the way of their advancement. The hopes of the Committee in regard to this school have been fully realized, and much praise is certainly due to its very efficient teacher. The increased appropriation for school-houses the coming year will permit the accomplishment of some much needed repairs and improvements.

The North School was taught the Spring Term, as it had been for a number of previous Terms, by Miss Bixby, with her accustomed ability. But her sad and sudden death, while away on a visit to her friends in Pennsylvania, at the close of the Term, bereaved the school of one who seemed to take a deep interest in its welfare. Among her last expressions, it is said, were those concerning her school. Her place was filled by the appointment of Miss Emma L. Ward, who took up the work, and has carried it on in a very satisfactory manner. A marked improvement in this school during the year was noted, especially in reading. The number of pupils in this District has slightly increased; while the schoolhouse, before the smallest, worst, most inconvenient, and ill-furnished of any in town, has in no respect grown better. One of two things seems to be imperatively demanded, if the town would save its fair name from disgrace — either consolidate the Abbott and North Schools and provide a house in a central location, or replace the little, old, vamped building in the North District with a new and commodious one.

APPENDIX.

SCHOOL STATISTICS.

CENTRAL GRAMMAR.

	1st Term.	2d Term.	3d Term.
Length of School, in days,	63	60	65
Whole number,	108	117	102
Over 15 years,	11	6	7
Between 8 and 14 years,	71	104	81
Neither absent nor tardy,	21	27	3
Number of visitors,	9	25	29

SOUTH CENTRE.

FIRST INTERMEDIATE DEPARTMENT.

Length of School, in days,	63	60	64
Whole number,	38	35	30
Over 15 years,	0	0	0
Between 8 and 14 years,	38	34	29
Neither absent nor tardy,	9	7	3
Number of visitors,	7	6	7

SECOND INTERMEDIATE.

Length of School, in days,	65	60	65
Whole number,	29	30	29
Over 15 years,	0	0	0
Between 8 and 14 years,	29	30	29
Neither absent nor tardy,	4	8	5
Number of visitors,	7	6	7

FIRST PRIMARY.

Length of School, in days,	63	58	63
Whole number,	44	40	43
Under 5 years,	0	0	0
Between 8 and 14 years,	36	27	35
Neither absent nor tardy,	5	12	8
Number of visitors,	20	24	21

SECOND PRIMARY.

	1st Term.	2d Term.	3d Term.
Length of School, in days,	63	58	62
Whole number,	64	48	51
Under 5 years,	1	0	0
Between 8 and 14 years,	15	9	13
Neither absent nor tardy,	7	10	2
Number of visitors,	17	19	11

ABBOTT VILLAGE.

INTERMEDIATE.

Length of School, in days,	63	60	60
Whole number,	30	42	37
Over 15 years,	0	0	0
Between 8 and 14 years,	29	40	36
Neither absent nor tardy,	2	9	7
Number of visitors,	4	8	(?)

PRIMARY.

Length of School, in days,	65	60	65
Whole number,	58	47	43
Under 5 years,	0	2	0
Between 8 and 14 years,	24	7	8
Neither absent nor tardy,	4	6	0
Number of visitors,	9	9	6

PHILLIPS.

Length of School, in days,	62	58	63
Whole number	36	35	32
Under 5 years,	2	0	0
Between 8 and 14 years,	20	17	19
Neither absent nor tardy,	1	1	2
Number of visitors,	10	15	17

HOLT.

Length of School, in days,	63	59	63
Whole number,	23	28	27
Under 5 years,	0	0	0
Over 15 years,	0	0	2
Between 8 and 14 years,	16	18	19
Neither absent nor tardy,	3	5	3
Number of visitors,	11	12	9

SCOTLAND.

	1st Term.	2d Term.	3d Term
Length of School, in days,	62	58	65
Whole number,	27	20	22
Over 15 years,	5	0	2
Between 8 and 14 years,	11	11	12
Neither absent nor tardy,	6	8	4
Number of visitors,	13	7	14

BALLARD VALE.

SENIOR.

Length of School, in days,	65	60	65
Whole number,	35	43	37
Over 15 years,	2	0	0
Between 8 and 14 years,	27	37	32
Neither absent nor tardy,	3	2	1
Number of visitors,	8	3	(?)

INTERMEDIATE.

Length of School, in days,	65	60	65
Whole number,	38	34	34
Between 8 and 14 years,	37	33	32
Neither absent nor tardy,	4	5	1
Number of visitors,	9	3	8

PRIMARY.

Length of School, in days,	65	59	65
Whole number,	60	55	43
Under 5 years,	1	0	0
Between 8 and 14 years,	17	8	8
Neither absent nor tardy,	1	1	1
Number of visitors,	17	7	7

FRYE.

INTERMEDIATE.

Length of School, in days,	63	58	63
Whole number,	36	29	28
Between 8 and 14 years,	33	27	28
Neither absent nor tardy,	4	10	4
Number of visitors,	11	9	5

PRIMARY.

Length of School, in days,	63	58	62
Whole number,	43	44	34
Under 5 years,	5	4	1
Between 8 and 14 years,	1	1	6
Neither absent nor tardy,	2	8	4
Number of visitors,	10	13	13

WEST CENTRE.

	1st Term.	2d Term.	3d Term.
Length of School, in days,	64	59	63
Whole number,	26	26	25
Under 5 years,	0	1	0
Over 15 years,	2	1	1
Between 8 and 14 years,	17	16	16
Neither absent nor tardy,	2	10	8
Number of visitors,	9	17	19

OSGOOD.

Length of School, in days,	65	59	61
Whole number,	26	22	24
Over 15 years,	0	2	4
Between 8 and 14 years,	17	14	14
Neither absent nor tardy,	1	2	2
Number of visitors,	15	9	17

BAILEY.

Length of School, in days,	65	59	64
Whole number,	16	15	17
Over 15 years,	0	0	2
Between 8 and 14 years,	11	8	10
Neither absent nor tardy,	5	9	9
Number of visitors,	4	6	9

ABBOTT.

Length of School, in days,	65	59	64
Whole number,	10	10	8
Over 15 years,	0	0	0
Between 8 and 14 years,	8	9	7
Neither absent nor tardy,	3	6	2
Number of visitors,	27	21	16

NORTH.

Length of School, in days,	65	60	65
Whole number,	15	13	13
Under 5 years,	0	1	0
Over 15 years,	1	0	1
Between 8 and 14 years,	13	11	10
Neither absent nor tardy,	7	1	0
Number of visitors,	15	11	4

PUPILS WHO HAVE NOT BEEN ABSENT OR TARDY IN THE SEVERAL TERMS.

GRAMMAR SCHOOL.

FIRST TERM. — Clara J. Baldwin, Clara M. Hardy, Edith McLawlin, Augusta Wright, Harry P. Abbott, Edwin R. Clark, Granville K. Cutler, Charles W. Dodson, Bertie H. Hill, Walter L. Lloyd, Harry A. Ramsdell, Robert A. Watson, Albion Burt, Mary Howarth, Lizzie Moynihan, Jasper Putnam, Agnes Abbott, Frances Graham, George M. Dean, George E. Hussey, John M. Meldrum.

SECOND TERM. — Jennie L. Abbott, Louise Burnham, Nellie Buchan, Jennie Birnie, Lillie Cole, Alice Hill, Walter Berry, Donald Churchill, James Donovan, George M. Dean, Eddie Fessenden, Harry Lloyd, Willie A. Trow, S. Aggie Abbott, Ellen Cullinane, Richard A. Dodson, Mary H. Howarth, George E. Hussey, Maggie E. Murphy, Norah J. Murphy, Annabel Richardson, Willie Wood, Lois Cummings, Alice Deane, Mary Nolan, Ethel Warren, Willie Nolan.

THIRD TERM. — Nellie W. Buchan, George Dean, Annie Hulme.

SOUTH CENTRE.

FIRST INTERMEDIATE DEPARTMENT.

FIRST TERM. — Charles E. Barnard, Louis A. Dane, Alice C. Deane, Gertrude E. Faulkner, George H. Hayward, Frank P. Higgins, Fred J. Pennell, Mary Sullivan, Effie M. Smith.

SECOND TERM. — Florence L. Abbott, Hattie Deane, Fred D. Hayward, Maggie A. Nolan, Katie O'Brien, Grace Ray, Charles Smith.

THIRD TERM. — Hattie L. Deane, Fred D. Hayward, Charles Smith.

SECOND INTERMEDIATE.

FIRST TERM. — Annie E. Carey, Hattie L. Deane, Charles F. Smith, Katie Scofield.

SECOND TERM. — Katie Cullinane, John T. Carey, Effie B. Duval, Willie Donovan, Minnie A. Moroney, Frank V. Noyes, Martin F. Nolan, Lizzie Richardson.

THIRD TERM. — Katie A. Cullinane, Willie W. Donovan, Michael F. Driscoll, Minnie A. Moroney, Martin F. Nolan.

FIRST PRIMARY.

FIRST TERM. — Kate A Cullinane, William Donovan, Dennis Driscoll, Michael Driscoll, Ina L. Baker.

SECOND TERM. — Ella M. Bodwell, Julia Cullinane, Lulu E. Hardy, Thomas Keeland, M. Leslie Abbott, Jerry Driscoll, Arthur F. Frame, Albert G. Farnham, Fred B. Goff, Alexander Lamont, Willie T. Rea, Sarah J. Trulan.

THIRD TERM. — Thomas Keeland, Julia Cullinane, Jane H. Piddington, J. Lewis Smith, Jerry Driscoll, Alexander Lamont, Willie T. Rea, Alvin Tough.

SECOND PRIMARY.

FIRST TERM. — Flora P. Balch, Jerry Driscoll, Arthur F. Frame, Arthur W. Holt, Alexander D. Lamont, Alice Nolan, Willie T. Rea.

SECOND TERM. — Walter K. Clark, Frankie L. Cole, Florence Chandler, Daniel Driscoll, Jane T. Driscoll, Freddie M. Gilcreast, Annie Keeland, Edward Moroney, Atherton Ramsdell, Albin E. Tufts.

THIRD TERM. — Walter K. Clark, Daniel Driscoll.

ABBOTT VILLAGE.

INTERMEDIATE DEPARTMENT.

FIRST TERM. — Charlie Busfield, Mary McManus.

SECOND TERM. — Joseph Collins, Mary Lunan, Frank McManus, Jeanie McManus, Clara Stark, Eva Stark, Joseph Carney, George Ramsden, John Wolfe.

THIRD TERM. — Isabella Graham, Mary Lunan, Frank McManus, Jeanie McManus, Clara L. Stark, Eva B. Stark, John H. Wolfe.

PRIMARY.

FIRST TERM. — Nesbit Gleason, Eva Stark, Clara Stark, Mary Souter.

SECOND TERM. — Willie Coutts, Samuel Cook, Jane Nolan, Maggie Cook, Laura Stark, Florence Wakefield.

THIRD TERM. — None.

PHILLIPS.

FIRST TERM. — Arthur Cummings.

SECOND TERM. — Winnie Graffam.

THIRD TERM. — Michael Sullivan, Randel Hurly.

HOLT.

FIRST TERM. — Allie Abbott, Gracie Abbott, Lizzie Mander.

SECOND TERM. — Gracie Abbott, Lizzie Mander, Piety Mander, Gertie Roberts, Percy Roberts.

THIRD TERM. — Allie Abbott, Grace Abbott, Bessie Jenkins.

SCOTLAND.

FIRST TERM. — Anna Abbott, Addie Buxton, Clara Buxton, Ira Buxton, Lizzie Mason, Mary Parker.

SECOND TERM. — Clara Buxton, Ira Buxton, Esther M. Gould, Edward R. Hinton, Florence B. Holt, Converse F. Parker, Willie C. Thomes, Maud L. Thomes.

THIRD TERM. — Clara Buxton, Ira Buxton, Mary F. Mason, Lizzie G. Mason.

BALLARD VALE.

SENIOR DEPARTMENT.

FIRST TERM. — William Matthews, Lizzie Mears, Laura Mears.

SECOND TERM. — George Lawrence, William Matthews.

THIRD TERM. — William Matthews.

INTERMEDIATE DEPARTMENT.

FIRST TERM. — Nellie Burns, Abbie Mears, Eddie Miller, Ralph Ross.

SECOND TERM. — Maggie Horan, Ada Mears, Eddie Miller, Minnie Shattuck, Ralph Ross.

THIRD TERM. — Eddie Miller.

PRIMARY.

FIRST TERM. — Ada K. Mears.

SECOND TERM. — Maud Ross.

THIRD TERM. — Jerry Daley.

FRYE VILLAGE.

INTERMEDIATE DEPARTMENT.

FIRST TERM. — Mabel Barnes, Richard Dodson, Rebecca McGreery, Jessie Campbell.

SECOND TERM. — Mabel Barnes, May Bentley, Charles Bell, Jessie Campbell, Mary Campbell, Andrew Dodson, Marion Stott, Ethel Stott, John White, Stephen White.

THIRD TERM. — Charles Bell, Jessie Campbell, Marion Stott, Ethel Stott.

PRIMARY.

FIRST TERM. — Stewart Bell, Andrew Campbell.

SECOND TERM. — Lizzie Souter, Edward Hussey, Nellie Angus, Charles Robinson, Andrew Campbell, Alice Dodson, Immanuel Rollins, James Souter.

THIRD TERM. — Nellie Angus, Stewart Bell, Andrew Campbell, May White.

WEST CENTRE.

FIRST TERM. — Minnie Brown, Margaret Murphy.

SECOND TERM. — A. Josephine Beard, Albert B. Burt, Gertrude A. Burt, Grace L. Burt, Grace W. Cutler, William B. Cutler, Jessie R. Haigh, William A. Haigh, Frederick Lovejoy, Angie M. Burt.

THIRD TERM. — A. Josephine Beard, Angie M. Burt, Gertrude A. Burt, Gertrude E. Holt, Daniel Murphy, Hannah N. Murphy, Margaret E. Murphy, Timothy Murphy.

OSGOOD.

FIRST TERM. — Mabel Flint.

SECOND TERM. — Annie Chase, Eddie Moulton.

THIRD TERM. — Walter Batchelder, Rufus McDonald.

BAILEY.

FIRST TERM. — Adella M. Boutwell, Winthrop S. Boutwell, Emma L. Hardy, May B. Hardy, Eugene I. Hardy.

SECOND TERM. — Lydia Boutwell, Hattie L. Boutwell, Adella M. Boutwell, Josie S. Boutwell, Winthrop S. Boutwell, Emma L. Hardy, May B. Hardy, Eva A. Hardy, Eugene I. Hardy.

THIRD TERM. — Edward W. Bailey, Arthur T. Boutwell, Chester N. Boutwell, Winthrop S. Boutwell, Hattie L. Boutwell, Adella M. Boutwell, Emma L. Hardy, Eugene I. Hardy, May B. Hardy.

ABBOTT.

FIRST TERM. — Eva E. Abbott, Lilla A. Abbott, Lizzie Fitzgerald.

SECOND TERM. — Eva E. Abbott, Lilla A. Abbott, Annie M. Bailey, Kate Fitzgerald, Lizzie Fitzgerald, Nellie Fitzgerald.

THIRD TERM. — Lilla A. Abbott, Lettie J. Bennett.

NORTH.

FIRST TERM. — Nathaniel Bateman, William Bateman, Annie Crowley, Elizabeth Crowley, Kate Crowley, Annie Toye, Mary E. Toye.

SECOND TERM. — Annie Toye.

THIRD TERM. — None.

TABULAR STATEMENT.

SCHOOLS.	TEACHERS.	Number of Terms.	Salary per Week.
CENTRAL GRAMMAR:	M. Abby Whitehouse (Prin.), -	3	\$20 00
2d Department:	May Alton Manning, - - - -	1	9 00
	Mary F. Woodbridge, - - - -	2	9 00
3d Department:	Laura A. Haynes, - - - - -	1	9 00
	Carrie E. Berry, - - - - -	2	9 00
SOUTH CENTRE,			
1st Intermediate:	Annie L. Locke, - - - - -	3	9 00
2d Intermediate:	Ella F. Merrill, - - - - -	3	9 00
1st Primary:	Sara F. Jones, - - - - -	3	9 00
2d Primary:	Abbie A. Richardson, - - - -	3	9 00
ABBOTT VILLAGE,			
Intermediate:	Ada A. Buchan, - - - - -	3	9 00
Primary:	Mary E. Carter, - - - - -	3	9 00
PHILLIPS:	Lillie R. Hammond, - - - -	3	9 00
HOLT:	Hattie L. Erving, - - - - -	3	9 00
SCOTLAND:	Kate Terhune, - - - - -	1	9 00
	Susan R. Carter, - - - - -	2	9 00
BALLARD VALE,			
Senior:	Jessie E. Macdonald, - - - -	3	9 00
Intermediate:	Lizzie A. Pasho, - - - - -	3	9 00
Primary:	Mary F. Browne, - - - - -	3	9 00
FRYE VILLAGE,			
Intermediate:	Jennie H. Greaves, - - - - -	3	9 00
Primary:	Mattie A. Jones, - - - - -	3	9 00
WEST CENTRE:	Hannah R. Bailey, - - - - -	3	9 00
OSGOOD:	Abbie F. C. Burt, - - - - -	2	9 00
	Minnie W. Poor, - - - - -	1	9 00
BAILEY:	Fannie A. Hardy, - - - - -	3	9 00
ABBOTT:	Lizzie B. Abbott, - - - - -	3	8 10
NORTH:	Mary E. Bixby, - - - - -	1	8 10
	Emma L. Ward, - - - - -	{ 1	8 10
		{ 1	9 00

AVERAGE MEMBERSHIP AND

SCHOOLS.	Per cent. of Attendance for the Year.	AVERAGE
CENTRAL GRAMMAR:	91.7	Membership, - - - - - Attendance, - - - - -
SO. CENTRE, 1st Intermediate:	94.4	Membership, - - - - - Attendance, - - - - -
2d Intermediate:	91.7	Membership, - - - - - Attendance, - - - - -
1st Primary:	90.4	Membership, - - - - - Attendance, - - - - -
2d Primary:	89.7	Membership, - - - - - Attendance, - - - - -
ABBOTT VILLAGE, Intermediate:	95.	Membership, - - - - - Attendance, - - - - -
Primary:	88.3	Membership, - - - - - Attendance, - - - - -
PHILLIPS:	82.6	Membership, - - - - - Attendance, - - - - -
HOLT:	91.4	Membership, - - - - - Attendance, - - - - -
SCOTLAND:	89.7	Membership, - - - - - Attendance, - - - - -
BALLARD VALE, Senior:	92.6	Membership, - - - - - Attendance, - - - - -
Intermediate:	91.5	Membership, - - - - - Attendance, - - - - -
Primary:	84.9	Membership, - - - - - Attendance, - - - - -
FRYE VILLAGE, Intermediate:	95.6	Membership, - - - - - Attendance, - - - - -
Primary:	90.8	Membership, - - - - - Attendance, - - - - -
WEST CENTRE:	93.8	Membership, - - - - - Attendance, - - - - -
OSGOOD:	84.5	Membership, - - - - - Attendance, - - - - -
BAILEY:	98.5	Membership, - - - - - Attendance, - - - - -
ABBOTT:	89.6	Membership, - - - - - Attendance, - - - - -
NORTH:	91.6	Membership, - - - - - Attendance, - - - - -

ATTENDANCE OF SCHOLARS.

MONTH.								
1st.	2d.	3d.	4th.	5th.	6th.	7th.	8th.	9th.
101.75	106.25	104.	124.85	112.5	110.	99.25	100.5	99.
97.7	98.2	99.64	120.55	108.9	105.35	63.5	92.8	93.3
37.	37.25	37.2	29.25	28.75	22.5	30.	30.	29.6
35.5	35.07	34.8	28.52	27.25	21.5	27.52	27.4	28.4
27.15	26.75	26.28	28.	28.25	28.6	28.	28.35	27.08
24.35	23.95	23.16	26.5	26.85	27.35	25.9	24.65	25.16
40.8	40.5	41.75	35.3	36.25	37.6	35.8	40.55	41.
35.8	34.15	37.25	33.2	37.85	35.	32.2	33.75	36.7
55.	59.4	57.87	42.15	43.	43.5	47.25	46.25	44.
47.3	51.35	53.07	40.27	41.67	40.75	41.95	38.25	38.77
24.25	25.25	25.	26.45	38.1	34.94	33.	32.15	29.
22.35	22.15	22.95	33.9	34.32	33.06	30.57	27.9	27.67
53.15	54.2	56.	43.15	43.	45.	42.85	42.	42.
44.63	46.4	51.7	40.08	40.95	42.32	40.33	30.88	35.05
32.	32.	24.	32.	35.	31.	30.	30.	30.
27.	26.	20.	27.	28.	26.	27.	22.	25
22.75	23.	23.	21.	24.25	25.	27.	26.7	26.
21.67	19.22	19.17	19.8	22.52	29.92	24.67	23.3	19.82
25.	27.	24.5	18.	18.	20.	22.	22.	22.
23.37	23.5	20.97	17.4	17.5	19.1	21.	18.	17.15
30.75	31.25	32.	40.	31.5	28.5	31.5	30.	26.2
29.19	30.38	30.86	38.9	27.5	26.2	29.7	25.3	22.9
34.	33.	33.2	31.	29.5	29.	30.	28.5	27.2
32.	31.	31.	29.66	28.1	26.8	27.25	22.6	23.8
50.	53.5	54.	48.	49.5	49.	38.5	36.5	32.1
40.8	46.7	48.6	42.4	44.2	43.	34.9	24.6	24.
35.	33.82	33.2	26.57	24.65	26.	26.25	29.	26.7
33.3	32.42	31.5	26.2	24.4	24.9	25.62	25.75	25.75
39.65	40.5	42.5	41.7	40.65	36.	32.8	34.	33.25
34.22	36.2	40.2	38.48	37.52	33.43	31.18	28.35	30.33
23.65	23.05	21.09	24.65	25.	24.	25.	22.75	18.8
22.55	20.8	19.55	22.95	23.55	22.9	24.15	20.4	18.36
23.5	24.75	24.5	22.	21.	17.65	16.35	24.	23.
20.77	21.05	22.92	16.5	18.7	14.45	13.31	21.40	17.20
12.5	15.	14.	14.	15.	15.	15.	16.	14.15
12.	15.	13.9	14.	15.	14.9	15.	15.5	13.43
10.	10.	10.	10.	10.	10.	8.	7.	6.8
9.	8.4	8.5	8.85	9.45	9.7	7.85	5.4	6.2
13.	15.	14.5	9.5	11.	10.	13.	11.15	11.
10.55	13.82	13.39	8.95	10.07	9.05	12.22	10.6	10.45

ORGANIZATION OF SCHOOL COMMITTEE
FOR 1882-83.

Varnum Lincoln, Chairman,	Term expires, 1883.
Austin H. Burr, Secretary,	Term expires, 1884.
Felix G. Haynes, Auditor,	Term expires, 1885.

Sub-Committee on :

Central Grammar, South Centre, and Village Schools,
Varnum Lincoln.

Phillips, Scotland, Holt, and Vale Schools, Felix G.
Haynes.

Frye, West Centre, Osgood, Bailey, Abbott, and North
Schools, Austin H. Burr.

REPORT

OF THE

SCHOOL COMMITTEE

OF THE

TOWN OF ANDOVER,

FOR THE YEAR 1882-83.



ANDOVER:

PRINTED BY WARREN F. DRAPER.

1883.

REPORT.

SINCE the success and character of our schools depend in a large measure upon the kind of teachers employed in them, it will not be deemed out of place if in this Report we present briefly certain hints in regard to the qualifications and duties of this class of persons, into whose hands the interests of education are so widely entrusted, and particularly in regard to the needs of our own town. Few callings in life are more useful or honorable than teaching — the work of moulding into symmetrical forms the faculties of the youthful mind, of giving strength, beauty, and guidance to immortal powers, and of preparing the rising generation for the hard and serious battle of life. No one should enter upon this profession who does not realize in some high sense its dignity and importance. No one, certainly, should assume its responsibilities whose whole heart is not in the work. Its office is often degraded by its being made simply a temporary expedient, an occupation taken up until something more agreeable or remunerative offers. But we are confident that it can never occupy its true position in the public mind, or in the estimation of teachers themselves, until they feel that it is a work worthy of their best thoughts, and so far as circumstances will allow, a life service. It is really a calling deserving the highest place among other learned and useful professions of our land, and should be entered upon with equal interest, devotion, and with a view to permanence.

Our State recognizes the urgent need of competent teachers by the liberal provision which it makes for their instruction, such as the establishment of Normal Schools, and other methods of preparation for their important duties. And

many with a desire to teach avail themselves of these advantages so generously furnished. Undoubtedly those who attend these schools are greatly benefited, intellectually at least, by the course of instruction there given. Yet it by no means follows that because a young lady or gentleman graduates at a Normal school, even with high honors, therefore, they will make successful teachers. Profound learning and a perfect acquaintance with the theory of teaching does not necessarily fit one to teach. The best theories will sadly fail in the hands of one who has not the tact, energy, and requisite good judgment to apply them. The School Board of this Town long since adopted a rule that in the selection of teachers preference should be given to Normal school graduates. All things else being equal, that is, perhaps, a wise rule. But it would hardly be judicious to make it absolute and universal. The truth is, good teachers are born, and not made. All the Normal schools in the world cannot make a successful teacher of one who has not been endowed to some extent with certain natural gifts and talents essential to such a profession.

In addition to a love of the work, as already named, force of character, patience, energy, enthusiasm, good health, and above all a large share of practical common sense are extremely desirable qualities in the character of a teacher. Without these requisites in good proportions, one can hardly expect to attain any great eminence or success. A successful teacher must not only command obedience, but awaken the ambition, excite the interest, and win the love of her pupils. Scholars will soon catch the spirit of their instructor. If she be lifeless and indifferent herself she will surely have a dull and lifeless school. But if she enters upon her work with earnestness and enthusiasm, she will communicate fresh inspiration and life to those under her care, and no obstacle can hardly prevent success. Good order and studiousness are vital necessities in the schoolroom. The surest way to secure these essentials to any intellectual progress is to excite the interest and to kindle in the scholar's

mind a thirst for knowledge. It takes a live teacher to do this. But this condition of things once secured order and study will proceed as a natural result. The old adage, that "A school well employed is a school well governed," is a most truthful one. Pupils occupied with their lessons and intensely interested in the pursuit of knowledge have neither disposition nor time to stir up mischief.

It might not, perhaps, be wise to dispense altogether with the use of text-books in our schools. They are needed as guides or anchors to the youthful mind. But there is danger that a teacher may confine herself too exclusively to such books, too well satisfied after asking the printed questions and hearing the printed answers, that her work is finished. The teacher who adopts this mechanical method, who has neither the mental resources nor the ready tact to deviate from the strict letter of the book, who cannot lead her pupils into fresh fields of thought, clothing old truths with new forms, thus keeping them on the constant tiptoe of interest, is hardly qualified for the responsible position she occupies. She is a mere machine in the schoolroom, and under her frigid methods her pupils are simply automatic contrivances running in very narrow grooves. To impart instruction intelligently on any subject, the teacher herself must be filled brimming over with it; she must possess an extensive acquaintance with facts and illustrations not always found in prescribed text-books.

In short, there are few if any callings in life that need such a broad culture, and so many graces both natural and acquired, as that of a teacher, in order to attain the highest degree of usefulness. It is in any case a difficult and responsible position to fill, and a person occupying it should have always the ready co-operation and sympathy of parents and others in her work.

The selection of good teachers to fill vacancies is the most important duty, yet the most delicate and difficult, that devolves upon a School Committee. It is their endeavor to secure if possible the services of those who, either from talent or ex-

perience, are best adapted to the vacant position. Disappointed applicants for a certain school may feel that they have been wronged, and assign as the cause any other but the true one, when, perhaps, if they knew all the circumstances which determined the decision of the Committee, they would find they had no reason for complaint. Nor should they feel discouraged because their request is not granted in the first instance, or in any special case. While in the judgment of the Committee a teacher might not be thought equal to the management of one school, she might be fully competent to take charge of another less difficult. Among a number of applicants for schools, all other qualifications being equal, preference is given to those living in our own town. It should be remembered, however, that mere residence in the town furnishes no valid claim to a school. That is a question that must be decided chiefly on the ground of capacity and fitness. Of the twenty-nine different teachers employed in town the last year, twenty-five were from families living in town.

IRREGULAR ATTENDANCE. — One great evil from which our schools suffer is the irregularity of attendance on the part of many scholars. And this practice seems almost invariably confined to a certain class of families, those generally who are indifferent to the good of the school and the welfare of their children. Good reasons may sometimes undoubtedly exist for keeping a boy or a girl from school, such as sickness, funerals, absence from town, and perhaps others. But we are confident that much of this evil occurs from very slight and trivial causes, that might be avoided by more care and consideration on the part of parents. Yet, whatever may be the cause, it is a practice that every good parent should strive, as far as possible, to suppress. No school can attain a high standard of scholarship or discipline where it is generally allowed. It discourages the scholar by keeping him behind his class; it is unjust also to the teacher by increasing her labors, and it wrongs the whole class, since they must

wait till the absent and laggard member overtakes it. The time and privileges of childhood are too valuable to be wasted for any trifling causes, and we look to parents to use their utmost exertions to correct this evil.

INTELLECTUAL ARITHMETIC. — In some schools there is a disposition either to drop entirely the intellectual arithmetic, or else devote comparatively little time to its study. Scholars are in haste to use the written arithmetic, or, in other words, to cypher, honestly thinking their knowledge of mathematics is thereby advanced. And teachers themselves failing to appreciate the value of an acquaintance with the intellectual, too often encourage them in this practice. Such a step is, however, detrimental, in the end to the scholars true advancement. The intellectual arithmetic contains the first principles of mathematics, without thorough knowledge of which a pupil would hardly understand the written; it is indeed the key by which he is able to unlock the deeper mysteries of the latter book. The analytical methods which it employs in solving problems, teaches the pupil to reason logically and think for himself, not only within the province of mathematics, but on any other subject. Its lessons furnish an exercise which stimulates, sharpens, and strengthens the mental faculties to a greater extent than any other study pursued in our schools. And the scholar who is familiar with its principles will find it of invaluable assistance in the practical business of life: Those who neglect it commit a great mistake, and will sadly feel the need of the mental training it is calculated to give, in all future studies.

REPAIRS ON SCHOOL-BUILDINGS. — More work than usual has been done the past year on our schoolhouses. Absolute needs, as well as good taste and the prosperity of our schools, have seemed to require this. Extravagance should be avoided; but an economy that is too stinted is wasteful in the end. It costs on the whole less to keep our public build-

ings in good than in poor repair. Besides, the moral influence of neglected school-buildings and surroundings is decidedly pernicious. Everything educates. The mind soon catches and retains the spirit of its material environments. Clean, orderly, and beautiful things elevate and refine; but a school that is taught amidst slovenly surroundings, or in dilapidated buildings, is in constant danger of demoralization. Outward conditions of this character destroy self-respect, invite aggression, and furnish temptations to the mischievous. And while so much is done to render convenient and beautiful the home, the church, and public buildings in general, let us not have less care for those places where the rising generation are trained in a love of knowledge and prepared for usefulness.

VOCAL MUSIC. — This branch of study has been taught the past year by Mr. Edward Butterworth. He is engaged to visit each school in town once in two weeks, and to teach the pupils the principles and rudiments of this delightful science; to train them in the art of reading music, rather than in the memorizing of tunes and songs. In some schools there has been evident improvement. This improvement is more clearly marked where the local teachers are interested; many of whom deserve credit for the efficient aid they render the labors of Mr. Butterworth. While we believe this study should not be made so prominent as some others, still its general usefulness will not be questioned. As a source of pure enjoyment and a means of human refinement it ranks, probably, the highest among the sciences.

TRUANCY. — Few cases of truancy have occurred the past year; but where parents themselves are indifferent, as is usually the case, it is well nigh impossible to entirely check it. The statutes of both town and state are clear upon this subject, and will be enforced against all obdurate offenders. The truant officers the coming year are the same who served the last — Richard M. Abbott and Warren Mears, Jr.

PROPRIETORS' FUND. — The interest of the Proprietors' Fund (\$96) was duly received from the Treasurer of the same, a portion of which (\$21.65) has been expended for the purchase of Dictionary and Musical Charts for the use of the schools. The balance has been added to the amount of interest already in the hands of the Committee, and deposited in the Andover Savings Bank.

CENTRAL GRAMMAR, SOUTH CENTRE, AND VILLAGE SCHOOLS.

The Central Grammar School, under the charge of the same teacher, Miss M. A. Whitehouse, who for many years has held this responsible position, has maintained its usual excellent character. Speaking of all the classes in general terms, we should, perhaps, in justice say that there had been an advance in point of order and improvement. Miss Whitehouse is well known as a teacher of large experience and faithfully devoted to her work ; and no well-disposed boy or girl under her care can fail to make rapid progress. None, at least, should think of attending this school who have not that serious purpose in view. Her assistants, Miss Carrie E. Berry and Miss Mary F. Woodbridge, have rendered efficient service in their respective departments, and deserve much credit for their earnest and painstaking efforts to advance the interests of their pupils.

The First and Second Intermediate schools have been favored in retaining from year to year the services of the same faithful and experienced teachers, Miss Annie L. Locke and Miss Ella F. Merrill. Their labors have borne the past year the most gratifying results. In some studies the standard of scholarship is higher than usual.

In the Report of last year the attention of the Town was called to the need of a better road to this building. No road, indeed, has ever been built or undertaken. The school-building has been placed in a pasture, with the generous privilege of reaching it in the best possible way, which in the Spring

time is disgracefully bad. The School Committee do not feel that the work of building roads properly comes within the province of their duties. Nor do they feel that it would be just to use the money raised for repairs on schoolhouses for such a purpose. If they did, the work would be done. It is to be hoped that this much needed improvement will not be delayed much longer.

The Second Primary has been under the care of Miss Abbie A. Richardson, whose energy and ability have made this one of our most attractive and prosperous schools. Its marked feature is the interest and enthusiasm with which her pupils enter upon their studies, and which they seem to enjoy as a pastime rather than a task. The order cannot, therefore, be otherwise than good, and the improvement rapid. Miss Richardson justly deserves the warmest thanks and regard of the parents of the many little ones committed to her care for the constant interest she manifests in their welfare and progress. She certainly has the sincere approbation of the Committee. The increasing number of children attending this school last year, reaching seventy-nine, rendered necessary the services of an assistant. Miss Hattie E. Harnden was called to this position, giving her attention three hours of a day to the youngest class. This was her first experience in teaching; but by her kindness of disposition and manners she won the love of her pupils, and performed her duties most acceptably.

The uniform order of things in the First Primary was somewhat interrupted by the sickness of its teacher, Miss Sarah F. Jones, during the Spring and a part of the Winter term. Her place was filled by Miss H. Maria Richardson, a teacher of well-known experience and ability, and under whose efficient labors the good reputation of the school was well sustained. Miss Jones entered again upon her work in the Fall. The excellent condition of the school at the close of the year was worthy of all praise; giving evidence of the teacher's diligence, interest, and good judgment in the discharge of her duties.

The Village Primary has enjoyed the past year the faithful labors of Miss Mary E. Carter. The earnestness and devotion of the teacher have borne the best fruits. It may be called a live, wide-awake school. Miss Carter has the enviable gift of adapting her method of instruction to the needs of little ones, and of sustaining their interest in their books and slates to the end. The school has been large, and the teacher is entitled to much credit for her good management and success.

The Intermediate was taught by Miss Mary A. Copeland, and has been gradually improving under her care, especially in point of good order. The practice here among the pupils of going back and forth from the school to the mill, at all times of the year, is more common than in any other school, and lowers essentially its standard of scholarship, while it discourages both teacher and scholar. But we see no remedy for this except in the change of some of our statutes on this subject. Owing to the crowded condition of the school in the Fall Term, certain older scholar were sent to the Centre Intermediate.

SOUTH SCHOOLS.

The schools in this section have moved along with their accustomed regularity. Nothing very serious has troubled them, nor has there been any decided change in their management. The teachers, in a large majority of instances, are not only those of tried experience, but have taught long enough in the schools they are now serving to know the ability, disposition, and need of those under their charge.

The first term opened with the same teachers in their respective schools, with one exception. The vacancy in the Ballard Vale Grammar was filled by Miss Susie M. Haynes, who came here highly recommended, and having had several years experience, part of the time in schools similar to this, we had no fears in regard to her success in this department. It required only a few weeks to convince us that we were

not mistaken in our selection. The school at all times gave evidence of superior management, and during the Fall term especially it never did better. With such favorable results, we reluctantly accepted her resignation at the close of this term, and appointed Miss Alice M. Jaquith to fill her place. This was Miss Jaquith's first attempt; and, with over forty scholars, it was, to say the least, quite an undertaking; yet we are happy to say that she more than fulfilled our expectations, and the school closed with very satisfactory results.

The work done in the Intermediate during the year is very gratifying to the Committee. The scholars have seemingly taken hold with more earnestness than usual, and the school in every way has an improved appearance. Miss Pasho has been a faithful teacher, and her long experience in this department enables her to fully understand the best method of conducting it in the best interest of the scholars, and to the general satisfaction of all in the district.

But little need be said of the Primary. It is now, and has been for several years, one of our best schools. Miss Browne is an experienced teacher, devoted to the duties of the schoolroom and the welfare of those under her charge. This school is large, numbering about sixty scholars; and should the population increase as predicted with the advent of new business in this village, it will be necessary to fit the now unoccupied room in the building for a Second Primary. This may not be required yet, but will probably in the near future. It is impossible even now to grade these schools as they should be, as we are obliged to keep the Primary within the capacity of the room, whether the pupils are suitably advanced or not to enter a higher grade. The expense to fit this room would be small. It is in good repair, and furniture only would be needed.

The Scotland opened with less scholars than usual, and owing to the prevalence of a contagious disease during the winter, part of these were unable to attend regularly. Miss Carter is a very excellent teacher, possessing in a great degree the faculty of keeping her school interesting, even if it

be small. This school is a very pleasant one and we regret that more cannot have the benefit of its superior facilities.

The former good reputation of the Holt has not suffered during the year. As usual the discipline has been very efficient, and the scholars earnest in their work and ambitious to excel. Miss Erving has had good success, and mainly through her efforts this school has been brought to the high position which it now occupies. We would make special mention in connection with this school of the superior samples of penmanship, which we have not seen excelled in any common school.

There is but little change in the Phillips. It has been troubled, as usual, with absent and tardy scholars, and unless the parents co-operate with the teacher in breaking up this habit it probably always will be. We sincerely hope that parents, not only in this district but in all others, will endeavor to have their children, if able, in their places every day. Miss Hammond was teacher until the close of the Fall term when she resigned to accept a more lucrative position elsewhere. And while we regret the loss to the school of one who served it so acceptably for over three years, our best wishes go with her in the new position she now occupies. Miss Etta Holt filled the vacancy with very satisfactory results to the Committee. Judging from a one term experience we think she possesses the qualifications of a successful teacher, and that she is in many ways peculiarly adapted to the wants of this school. The progress made by the scholars was very fair, and the school is in good condition for another years work.

WEST PARISH SCHOOLS.

All the schools in this section of the town, with but two exceptions, have enjoyed the services of the same able and faithful teachers that they did last year. This fact of itself is a sufficient guarantee that the work of the year has for the most part been highly satisfactory. Sickness of an

epidemic nature has interfered, in some instances quite seriously, with what must otherwise have been for the schools as a whole a year of unusual prosperity; but even under these adverse circumstances a commendable degree of progress has been made.

The Senior Department at the Frye Village, under the instruction of its faithful veteran teacher, Miss Greaves, has in some respects improved even upon its former good record. In the face of all obstacles, the persevering efforts of the teacher have at last been rewarded by a more complete classification of the school than it has heretofore enjoyed, and is, in consequence, in better working condition to-day than ever before. As an evidence of the excellent quality of her work, it may be mentioned that some who went from her room to the Central Grammar school are among the very first in that school. Such gratifying results reflect no little credit upon the teacher, and must be a source of great satisfaction to the patrons of the school.

In the Primary department, in the same building, we note the same happy results that characterized this department last year. Indeed, with Miss Mattie Jones as teacher, we would not expect them to be otherwise. During the summer vacation, in order to better adapt the departments to the size of the two rooms in the building, this department (much the greatest in point of numbers) was moved from the smaller east room to the larger and more commodious west room, and the room furnished throughout with new modern desks and seats. At the same time the best of the furniture of the two rooms was utilized for the east room for the Senior department. The happy results that have followed, especially in the Primary department, have more than justified the wisdom of the change. At that time also the walls of the schoolrooms (as were those of nearly all the schoolrooms in this section of the town) were tinted, and the ceilings white-washed. With these felicitous changes in the school-building, the good fortune to have such an excellent and accommodating janitor as Mr. John Thompson, and the continued

services of two such able and devoted teachers, the people of Frye Village may well congratulate themselves on their pleasant and superior educational advantages for their younger children.

In the West Centre school the progress made by some of the pupils was quite marked; but owing to circumstances and changes beyond the control of any teacher the school as a whole did not make as marked a degree of progress as the year previous. And yet there was everywhere manifest the evidence that the same earnestness, faithfulness, and thoroughness characterized the teachers work. Sickness, irregularity in attendance, and natural dulness are hinderances which no teacher is expected to fully overcome; but under the cultured ways and experienced hand of Miss Bailey the unfavorable results of even these seem to be reduced to the minimum.

The Osgood school, among the less fortunate in the last Report, has been emerging from cloud-land with sure and certain steps. At the beginning of the year the Committee, still hoping that that same hand which had wrought so faithfully and so well in the past might be able to again resume its work, engaged Miss Lena H. Cutler—a teacher of experience, but an experience mostly of an academic nature—to take charge of the school for a single term; and, although much arduous labor was bestowed upon the school, it did not seem to fully recover (as could hardly be expected in one term of stranger labor) from the severe shock it had received in the loss of its veteran leader and guide. Miss Cutler's connection with the school as teacher ceased, of course, with the close of the term; but the district, we are happy to state, was able still to retain her fine qualities and valuable services within its borders. We congratulate both it and the young man upon the excellence of the prize which they have secured. During the summer vacation it became evident that the hopes of the Committee respecting the return of Miss Burtt could not be realized, and that a new teacher must be obtained for the place. Accordingly, the services of Miss Mary E. Man-

ning, a graduate of the Framingham Normal School, and a teacher of some degree of experience in which she had been highly successful, were secured. The results that have followed have justified the wisdom of the choice. Under her praiseworthy efforts there has been a constant improvement both in the deportment and proficiency of the school. She has certainly accomplished an excellent work; and, to the credit of her ability, skill, and devotion be it said, the school is beginning to manifest something of its former prosperity.

Of the Bailey school nothing more need be said than that it has been in charge, as in days gone by, of Miss Fannie Hardy. The school has suffered to some extent, especially the last term, from sickness; but the Committee have no fear but that the greatest possible prosperity will always attend the school as a whole, and each individual member of it, as long as Miss Hardy is at the helm.

This year the Abbott school seems to have been the greatest sufferer from change. For the first two terms, under the instruction of its tried and most efficient teacher, Miss Lizzie Abbott, the exceedingly happy and satisfactory results of the previous year were continued; but, alas for the prosperity of the school, the attraction to a home in the district became greater to the teacher than the little group of girls in the schoolroom, and we were obliged with great reluctance to accept her resignation. Our best wishes accompany her to her new field of labor — a labor in which, we are happy to state, her excellent qualities and qualifications will still be actively called out toward the school where she wrought with such great acceptance. To supply for the final term the vacancy thus caused, Miss Mary Timlin, a graduate of the Punchard Free School, but without experience as a teacher, was chosen. The choice was not as happy in results as the Committee had hoped. The recitations and examinations evinced a state of things which more energy, tact, and that burning personal interest in the individual members of the school which a real love of the work begets would have done much to remedy. An item of interest in connection with this small

school is the fact that it is no longer composed, as it has been for some time in the past, entirely of girls.

In the only remaining school to be mentioned, viz. the North, we are happy to report a year of unusually successful work, exceeding even our most sanguine expectations. The recitations and examinations, especially those of the last term, gave abundant evidence that both the teacher and her little band of learners had labored with untiring zeal and rare fidelity. The exhibition, on the part of the pupils, of such a good understanding and thorough mastery of what they have gone over, it has seldom been our privilege, in schools of this character, to observe. Miss Ward is certainly deserving of the highest praise for the very happy results of her year's labor. We only hope that a like prosperity will attend the school the coming year. Surely both teacher and scholars merit better accommodations and surroundings than they now enjoy—a thing which it is hoped will not long be denied them.

VARNUM LINCOLN,
FELIX G. HAYNES,
AUSTIN H. BURR,

SCHOOL COMMITTEE.

GENERAL REGULATIONS ADOPTED BY THE SCHOOL
COMMITTEE OF ANDOVER, APRIL 2, 1883.

1. It shall be the duty of all the teachers, in conformity with the laws of this commonwealth, "to exert their best endeavors to impress on the minds of the children and youth committed to their care and instruction the principles of piety and justice, and a sacred regard to truth, love of their country, humanity, and universal benevolence; sobriety, industry, and frugality; chastity, moderation, and temperance; and those other virtues which are the ornament of human society and the basis on which a republican constitution is founded."

2. Teachers are required to be in attendance at least ten minutes before the hour appointed for opening school, and the roll is to be called at the very moment the time arrives when the school must be opened.

3. Each school shall be daily opened by reading a portion of the Bible, without note or comment, and the use of the Lord's prayer.

4. All schools shall be in session at least six hours per day.

5. During each session there shall be one recess, not to exceed fifteen minutes in length.

6. Teachers may take two days in each year for the purpose of visiting other schools.

7. Teachers desiring temporary release from schools shall apply to the Committee, and no substitute shall be appointed without their consent.

8. Teachers shall not permit scholars, during school hours, to answer the calls of any person at the door, except of parents or guardians, or by an order from them.

9. In all cases of tardiness or absence, scholars shall furnish their teachers with a satisfactory excuse from their parents or guardians.

10. When a scholar is known, or from good reasons suspected of playing truant, it shall be the duty of teachers to immediately inform

the truant officer, whose duty it shall be to bring the delinquent to the school, and report the case to the parents.

11. The discipline of the school shall be, as far as possible, of a parental character. Corporal punishment shall be resorted to only in cases of extreme necessity, and when other means have failed. For violent or obstinate resistance to authority, or gross misconduct, a teacher may temporarily suspend a scholar, but shall immediately notify the parents, and report the case to the Committee.

12. When the conduct, example, or general influence of a scholar becomes very injurious, and his reformation appears hopeless, and he manifests a determined disregard of the rules and good order of the school, he may be expelled by a vote of the School Board.

13. Any pupil suspended, on giving satisfactory evidence of amendment, may be restored by the Committee. Any pupil expelled may be readmitted on probation, and on ample proof of reformation may be restored, but only by a vote of the School Board.

14. Teachers shall not introduce any text-book for the use of scholars into their schools, or allow any book agents to do the same, without the consent of the Committee.

15. All teachers are required to take daily care that schoolhouses, the furniture and apparatus in the same, as well as the outbuildings, fences, and all the property belonging to school estates, be not unnecessarily defaced, or in any manner injured by the scholars; and they shall be held responsible for any want of neatness or cleanliness about the schoolhouses and premises generally, and the outhouses in particular. In case any injury is done to school-buildings, fences, or other school property, either by pupils or others, it shall be the duty of the Committee to procure redress, and if necessary, by legal measures.

16. Teachers shall also give careful attention to the ventilation and temperature of their rooms, avoiding extremes of heat and cold, securing change of air regularly at recesses and at the close of the sessions, and carefully avoid allowing a current of air upon the pupils engaged in study or recitation.

17. No pupil shall be allowed to retain connection with any school, unless furnished with the requisite books and utensils used therein. If pupils are not thus furnished, the teacher shall notify the parents or guardians, and request them to supply the articles

needed. If, through negligence or poverty, such request is not complied with, the requisites shall be furnished at the expense of the town, on application to the Committee. If the parent is found financially able to procure such books, the sum thus expended will be added by the Assessors to his tax-bill, as the law provides.

18. Pupils may be detained after the close of the session for making up imperfect lessons, or for purposes of discipline, at the discretion of the teacher. Pupils who fall behind their classes by reason of absence, indolence, inattention, or inability, may be placed in a lower class at the discretion of their teachers, acting in concurrence with their respective Committees.

19. No teacher or janitor shall be allowed to procure supplies of any kind, for the use of schools or school-buildings, without an order from the Committee.

20. Teachers shall not dismiss scholars from school till its close, without a special request from their parents or guardians, nor shall they close their schools before the regular time, except in cases of sickness, or with the consent of the Committee.

21. Each teacher shall keep the register required by law, and at the close of the term shall place it, correctly filled out, in the hands of the Committee. No teacher shall be entitled to a payment unless the school register required of such teacher is made up in accordance with the statutes.

22. Teachers shall also exercise a general supervision over the conduct of their pupils while going to and returning from school, and use their best endeavors to prevent quarrelling, or any interference with each other's rights or privileges; also profane and vulgar language, rude and boisterous behavior, improper games, and all uncourteous bearing toward citizens or strangers.

VARNUM LINCOLN,
FELIX G. HAYNES,
AUSTIN H. BURR,
SCHOOL COMMITTEE.

APPENDIX.

SCHOOL STATISTICS.

CENTRAL GRAMMAR.

	1st Term.	2d Term.	3d Term.
Length of School, in days,	64	59	65
Whole number,	95	114	116
Over 15 years,	11	6	7
Between 8 and 14 years,	69	85	83
Neither absent nor tardy,	15	31	17
Number of visitors,	32	27	21

SOUTH CENTRE.

FIRST INTERMEDIATE DEPARTMENT.

Length of School, in days,	64	59	65
Whole number,	27	35	42
Over 15 years,	0	0	0
Between 8 and 14 years,	27	35	42
Neither absent nor tardy,	3	8	5
Number of visitors,	12	7	9

SECOND INTERMEDIATE.

Length of School, in days,	64	59	65
Whole number,	33	29	39
Over 15 years,	0	0	0
Between 8 and 14 years,	33	27	38
Neither absent nor tardy,	5	11	5
Number of visitors,	8	8	12

FIRST PRIMARY.

Length of School, in days,	65	60	65
Whole number,	45	43	37
Under 5 years,	0	0	0
Between 8 and 14 years,	40	33	32
Neither absent nor tardy,	6	10	2
Number of visitors,	2	8	3

SECOND PRIMARY.

	1st Term.	2d Term.	3d Term
Length of School, in days,	65	60	64
Whole number,	71	79	53
Under 5 years,	2	2	0
Between 8 and 14 years,	12	10	8
Neither absent nor tardy,	7	12	3
Number of visitors,	23	23	25

ABBOTT VILLAGE.

INTERMEDIATE.

Length of School, in days,	65	60	65
Whole number,	35	44	45
Over 15 years,	0	0	0
Between 8 and 14 years,	35	37	39
Neither absent nor tardy,	3	4	2
Number of visitors,	16	6	8

PRIMARY.

Length of School, in days,	65	59	64
Whole number,	55	44	44
Under 5 years,	0	0	0
Between 8 and 14 years,	13	8	10
Neither absent nor tardy,	6	11	1
Number of visitors,	18	11	8

PHILLIPS.

Length of School, in days,	64	59	62
Whole number	36	34	34
Under 5 years,	2	2	1
Between 8 and 14 years,	21	20	24
Neither absent nor tardy,	3	4	4
Number of visitors,	27	18	18

HOLT.

Length of School, in days,	64	59	64
Whole number,	36	31	24
Under 5 years,	0	0	0
Over 15 years,	0	0	1
Between 8 and 14 years,	24	21	18
Neither absent nor tardy,	4	3	2
Number of visitors,	12	4	8

SCOTLAND.

	1st Term.	2d Term.	3d Term
Length of School, in days,	64½	60	64
Whole number,	22	19	16
Over 15 years,	0	0	1
Between 8 and 14 years,	11	11	11
Neither absent nor tardy,	5	5	1
Number of visitors,	11	13	8

BALLARD VALE.

SENIOR.

Length of School, in days,	65	59	65
Whole number,	30	43	47
Over 15 years,	1	0	0
Between 8 and 14 years,	27	37	32
Neither absent nor tardy,	1	6	3
Number of visitors,	13	29	19

INTERMEDIATE.

Length of School, in days,	65	59	65
Whole number,	34	33	32
Over 15 years,	0	0	1
Between 8 and 14 years,	32	30	30
Neither absent nor tardy,	2	5	1
Number of visitors,	12	14	14

PRIMARY.

Length of School, in days,	65	59	65
Whole number,	57	46	43
Under 5 years,	1	0	0
Between 8 and 14 years,	11	9	15
Neither absent nor tardy,	4	2	2
Number of visitors,	12	13	10

FRYE.

INTERMEDIATE.

Length of School, in days,	64	59	65
Whole number,	28	22	27
Between 8 and 14 years,	28	21	27
Neither absent nor tardy,	7	13	9
Number of visitors,	9	16	10

PRIMARY.

Length of School, in days,	64	59	65
Whole number,	41	42	45
Under 5 years,	1	1	1
Between 8 and 14 years,	11	9	12
Neither absent nor tardy,	7	16	2
Number of visitors,	11	26	14

WEST CENTRE.

	1st Term.	2d Term.	3d Term.
Length of School, in days,	64	59	63
Whole number,	24	32	28
Under 5 years,	0	0	0
Over 15 years,	0	0	3
Between 8 and 14 years,	12	18	17
Neither absent nor tardy,	7	5	1
Number of visitors,	11	14	11

OSGOOD.

Length of School, in days,	65	60	65
Whole number,	22	18	24
Under 5 years,	0	1	1
Over 15 years,	1	1	3
Between 8 and 14 years,	14	12	14
Neither absent nor tardy,	0	1	3
Number of visitors,	(?)	29	22

BAILEY.

Length of School, in days,	65	60	65
Whole number,	15	13	17
Under 5 years,	1	1	1
Over 15 years,	0	0	1
Between 8 and 14 years,	8	8	9
Neither absent nor tardy,	4	3	8
Number of visitors,	5	8	13

ABBOTT.

Length of School, in days,	65	59	65
Whole number,	9	11	9
Over 15 years,	0	0	1
Between 8 and 14 years,	8	9	6
Neither absent nor tardy,	3	3	5
Number of visitors,	15	15	14

NORTH.

Length of School, in days,	64	60	65
Whole number,	12	9	9
Over 15 years,	0	0	1
Between 8 and 14 years,	9	8	8
Neither absent nor tardy,	1	3	3
Number of visitors,	10	8	4

PUPILS WHO HAVE NOT BEEN ABSENT OR TARDY IN THE SEVERAL TERMS.

GRAMMAR SCHOOL.

FIRST TERM. — Jennie S. Abbott, Jennie Birnie, Nellie W. Buchan, Fanny F. Berry, Emma L. Cole, Anna G. Donovan, George M. Dean, Eddie M. Fessenden, Daniel Hurley, Harry H. Noyes, S. Aggie Abbott, Fred A. Chandler, Kittie H. Barnett, Alice Dean, George Hayward.

SECOND TERM. — S. Agnes Abbott, Kittie H. Barnett, Angie M. Burt, S. Annie Mander, Norah J. Murphy, Maggie E. Murphy, John H. Burns, Richard A. Dodson, Perley F. Gilbert, George H. Hayward, George E. Hussey, Carleton A. Hardy, John W. Meldrum, David M. Robb, Colver J. Stone, Belle E. Barnet, Alice C. Dean, Esther W. Smith, Lyall H. Coulie, Oswald F. Goldsmith, E. Stewart Jenkins, Henry R. Sweeney, Mary Hurley, Maggie Lowe, Lizzie Mander, Katie O'Brien, Edith Randall, Charles Busfield, Timothy Collins, Charles Smith, Annie Buchan.

THIRD TERM. — Angie M. Burt, Nellie A. Nolan, Marion L. Stott, Perley F. Gilbert, George H. Hayward, Carleton A. Hardy, Colver J. Stone, Willie P. Nolan, Fred J. Pennell, Henry R. Sweeney, Alice C. Dean, Florence Abbott, Hattie Dean, Lizzie Mander, Mary McManus, Arthur Cummings, Fred Hayward.

SOUTH CENTRE.

FIRST INTERMEDIATE DEPARTMENT.

FIRST TERM. — Florence I. Abbott, Willie Crowley, Hattie L. Dean.

SECOND TERM. — John T. Carey, Katie A. Cullinane, Michael Driscoll, Jennie E. Jewett, Arthur T. Laird, Minnie A. Maroney, Martin F. Nolan, Frank V. Noyes.

THIRD TERM. — Ina L. Baker, John T. Carey, James Duval, Isabelle E. Duval, Martin F. Nolan.

SECOND INTERMEDIATE.

FIRST TERM. — Katie A. Cullinane, Willie W. Donovan, Michael F. Driscoll, Sadie M. Holderness, Minnie A. Maroney.

SECOND TERM. — Margaret L. Abbott, Charles B. Baldwin, Ella M. Bodwell, Jennie Bowman, Phillis S. Cook, Viva L. Davis, Jerry Driscoll, Mary A. Hannon, Lulu E. Hardy, Jennie U. Piddington, James L. Smith.

THIRD TERM. — Charles B. Baldwin, Julia A. Cullinane, Jerry Driscoll, Joseph K. McDonald, James L. Smith.

FIRST PRIMARY.

FIRST TERM. — Julia A. Cullinane, Thomas Keeland, Florence E. Ashness, Jerry Driscoll, Joseph Keeland, Willie T. Rea.

SECOND TERM. — Arthur F. Frame, Fred B. Goff, William Rea, Maude I. Sturtevant, Florence Chandler, Nellie Crowley, Rosanna Kelly, Frank Murphy, Sarah Piddington, Walter Rhodes.

THIRD TERM. — John Driscoll, Arthur F. Frame.

SECOND PRIMARY.

FIRST TERM. — Frankie L. Cole, Mary A. Donovan, Maggie Haley, Annie Keeland, May B. Mowat, Walter Rhodes, Chester R. White.

SECOND TERM. — Alice F. Abbott, Joanna Cullinane, William Haggerty, Fred W. Howarth, Annie Keeland, Watson J. Manning, Maggie Mowat, Mary C. Nolan, Nellie T. Remmes, Agnes E. Smith, Marion L. Woods, Chester R. White.

THIRD TERM. — Frankie L. Cole, Annie Keeland, Agnes C. Smith.

ABBOTT VILLAGE.

INTERMEDIATE DEPARTMENT.

FIRST TERM. — George Ramsden, Mary McManus, Eva Stark.

SECOND TERM. — Lizzie Lowe, Maggie Lamont, Eva Stark, Mary Souter.

THIRD TERM. — George Ramsden, Aggie Wolfe.

PRIMARY.

FIRST TERM. — Lizzie Greig, Laura Stark, Florence Wakefield, James Gleason, Joseph McKenzie, James Nolan.

SECOND TERM. — Alice Coutts, Mary Dwyer, Laura Stark, Annie Warden, Ruth Wakefield, Samuel Cook, William Coutts, James Gleason, James Lowe, William Lunan, James Souter.

THIRD TERM. — James Lowe.

PHILLIPS.

FIRST TERM. — Nellie Hayward, Michael Sullivan, Patsey Sullivan.

SECOND TERM. — Mamie Doherty, Nellie Hayward, Bertha Higgins, Gracie Higgins.

THIRD TERM. — Minnie Dushan, Nellie Hayward, Bertha Higgins, Gracie Higgins.

HOLT.

FIRST TERM. — Alice Abbott, Gracie Abbott, Gertie Roberts, Percy Roberts.

SECOND TERM. — Alice Abbott, Gertie Roberts, Percy Roberts.

THIRD TERM. — Alice Abbott, Gracie Abbott.

SCOTLAND.

FIRST TERM. — Clara Buxton, Esther M. Gould, Anna A. Holt, Florence B. Holt, Maud L. Thomes.

SECOND TERM. — Ira Buxton, Clara Buxton, Alice M. Hinton, Anna A. Holt, George H. Jones.

THIRD TERM. — Ira Buxton.

BALLARD VALE.

SENIOR DEPARTMENT.

FIRST TERM. — Morthey Marland.

SECOND TERM. — John Burns, Harriet Hayward, Clara Moody, Willie Matthews, Morthey Marland, Eddie Scott.

THIRD TERM. — Mellie Kniffin, Eddie Scott, Mattie Stark.

INTERMEDIATE DEPARTMENT.

FIRST TERM. — Ada Mears, Eddie Miller.

SECOND TERM. — Mary Conway, Dennis Donovan, Carrie Hayward, Maud Ross, Mabel Herrick.

THIRD TERM. — Ada Mears.

PRIMARY.

FIRST TERM. — David Burns, Maggie Dorcy, Maud Ross, Etta Russell.

SECOND TERM. — Jerry Daley, Georgie Herrick.

THIRD TERM. — David Burns, Daniel Burns.

FRYE VILLAGE.

INTERMEDIATE DEPARTMENT.

FIRST TERM. — Lyall H. Coulie, Andrew Dodson, May David, Marion Stott, Ethel Stott, Stephen White, Jessie M. Campbell.

SECOND TERM. — Grace Bentley, May Bentley, Charles Bell, Stewart Bell, Marie Campbell, Andrew Campbell, Fred Dodson, Eddie Hussey, John May, Frank Phillips, Ethel Stott, Timmy Sullivan, Stephen White.

THIRD TERM. — Nellie Angus, Charles Bell, Stewart Bell, Marie Campbell, Andrew Campbell, Piety Mander, Ethel Stott, John White, Stephen White.

PRIMARY.

FIRST TERM. — Andrew W. Campbell, Edward H. Hussey, Lizzie Souter, Katie M. White, John O'Keefe, Immanuel Rollins, James Souter.

SECOND TERM. — Otis B. Birnie, Michael Phillips, Charles W. Robinson, Lizzie Souter, Katie M. White, Mansfield Meston, William S. Donald, John Robinson, May A. White, John A. Angus, William Bentley, Maggie Phillips, Lorinia Robinson, Immanuel Rollins, James Souter, Jennie Dane.

THIRD TERM. — George M. May, John O'Keefe.

WEST CENTRE.

FIRST TERM. — Gertrude A. Burt, Jesse R. Haigh, Victor M. Morse, Daniel Murphy, Honora J. Murphy, Margaret E. Murphy, Timothy Murphy.

SECOND TERM. — Gertrude A. Burt, Grace W. Cutler, Jesse R. Haigh, Daniel Murphy, Timothy Murphy.

THIRD TERM. — Gertrude A. Burt.

OSGOOD.

FIRST TERM. — None.

SECOND TERM. — Laura J. Lovejoy.

THIRD TERM. — Mabel Flint, Walter H. Batchelder, Rufus McDonald.

BAILEY.

FIRST TERM. — Adella M. Boutwell, Anna M. Boutwell, Hattie L. Boutwell, Eugene I. Hardy.

SECOND TERM. — Adella M. Boutwell, Eugene I. Hardy, May B. Hardy.

THIRD TERM. — Eddie W. Bailey, Adella M. Boutwell, Eugene I. Hardy.

ABBOTT.

FIRST TERM. — Eva E. Abbott, Lilla A. Abbott, Nellie Fitzgerald.

SECOND TERM. — Eva E. Abbott, Lilla A. Abbott, Lizzie Fitzgerald.

THIRD TERM. — Eva E. Abbott, Lilla A. Abbott, Josie Fitzgerald, Kate A. Fitzgerald, Nellie Fitzgerald.

NORTH.

FIRST TERM. — Annie Towe.

SECOND TERM. — Annie Luscomb, Annie Towe, Minnie Towe.

THIRD TERM. — Annie Crowley, Lizzie Crowley, Katie Crowley.

TABULAR STATEMENT.

SCHOOLS.	TEACHERS.	Number of Terms.	Salary per Week.
CENTRAL GRAMMAR :	M. Abby Whitehouse (Prin.), -	3	\$20 00
2d Department :	Mary F. Woodbridge, - - - -	3	9 00
3d Department :	Carrie E. Berry, - - - -	3	9 00
SOUTH CENTRE,			
1st Intermediate :	Annie L. Locke, - - - - -	3	9 00
2d Intermediate :	Ella F. Merrill, - - - - -	3	9 00
1st Primary :	H. Maria Richardson, - - - -	1	9 00
	Sara F. Jones, - - - - -	2	9 00
2d Primary :	Abbie A. Richardson, - - - -	3	9 00
	Hattie E. Harnden (Assist.), -	2	3 00
ABBOTT VILLAGE,			
Intermediate :	Mary Copeland, - - - - -	3	9 00
Primary :	Mary E. Carter, - - - - -	3	9 00
PHILLIPS :	Lillie R. Hammond, - - - -	2	9 00
	Etta Holt, - - - - -	1	9 00
HOLT :	Hattie L. Erving, - - - - -	3	9 00
SCOTLAND :	Susan R. Carter, - - - - -	3	9 00
BALLARD VALE,			
Senior :	Susie M. Haynes, - - - - -	2	9 00
	M. Alice Jaquith, - - - - -	1	9 00
Intermediate :	Lizzie A. Pasho, - - - - -	3	9 00
Primary :	Mary F. Browne, - - - - -	3	9 00
FRYE VILLAGE,			
Intermediate :	Jennie H. Greaves, - - - - -	3	9 00
Primary :	Mattie A. Jones, - - - - -	3	9 00
WEST CENTRE :	Hannah R. Bailey, - - - - -	3	9 00
OSGOOD :	Lena H. Cutler, - - - - -	1	9 00
	Mary E. Manning, - - - - -	2	9 00
BAILEY :	Fannie A. Hardy, - - - - -	3	9 00
ABBOTT :	Lizzie B. Abbott, - - - - -	2	8 10
	Mary L. Timlin, - - - - -	1	8 10
NORTH :	Emma L. Ward, - - - - -	{ 2	8 10
		{ 1	9 00
MUSIC TEACHER,	Edward Butterworth, - - - -	3	9 00

AVERAGE MEMBERSHIP AND

SCHOOLS.	Per cent. of Attendance for the Year.	AVERAGE
CENTRAL GRAMMAR:	95.4	Membership, - - - - - Attendance, - - - - -
SO. CENTRE, 1st Intermediate:	87.5	Membership, - - - - - Attendance, - - - - -
2d Intermediate:	91.9	Membership, - - - - - Attendance, - - - - -
1st Primary:	92.7	Membership, - - - - - Attendance, - - - - -
2d Primary:	90.6	Membership, - - - - - Attendance, - - - - -
ABBOTT VILLAGE, Intermediate:	91.4	Membership, - - - - - Attendance, - - - - -
Primary:	87.8	Membership, - - - - - Attendance, - - - - -
PHILLIPS:	88.2	Membership, - - - - - Attendance, - - - - -
HOLT:	86.2	Membership, - - - - - Attendance, - - - - -
SCOTLAND:	91.	Membership, - - - - - Attendance, - - - - -
BALLARD VALE, Senior:	90.	Membership, - - - - - Attendance, - - - - -
Intermediate:	90.8	Membership, - - - - - Attendance, - - - - -
Primary:	85.4	Membership, - - - - - Attendance, - - - - -
FRYE VILLAGE, Intermediate:	96.5	Membership, - - - - - Attendance, - - - - -
Primary:	93.5	Membership, - - - - - Attendance, - - - - -
WEST CENTRE:	84.9	Membership, - - - - - Attendance, - - - - -
OSGOOD:	94.5	Membership, - - - - - Attendance, - - - - -
BAILEY:	93.1	Membership, - - - - - Attendance, - - - - -
ABBOTT:	89.7	Membership, - - - - - Attendance, - - - - -
NORTH:	93.5	Membership, - - - - - Attendance, - - - - -

ATTENDANCE OF SCHOLARS.

MONTH.								
1st.	2d.	3d.	4th.	5th.	6th.	7th.	8th.	9th.
93. 88.77	91. 85.17	87.8 83.24	111.5 107.75	113.5 108.35	110.45 106.4	111.75 104.82	108.75 100.95	101.2 90.67
27. 25.62	27. 25.22	24. 22.94	31.25 30.45	32.5 31.85	33.75 30.90	37. 34.6	37.5 34.5	35.6 33.14
31.25 29.20	29.75 25.90	27.36 25.06	27.6 25.7	27.95 26.10	26.7 25.05	27. 25.	35.5 32.6	35.12 32.
41.3 38.9	40.37 37.62	40.2 36.	39.45 38.25	41. 37.3	37. 35.45	33.9 30.7	34.49 31.05	35. 33.
59.7 57.97	65.5 59.77	67. 60.	71.45 65.30	73. 67.6	64.5 59.6	43.1 36.6	45.5 38.25	40. 35.13
32.5 28.8	31.2 28.3	31.08 29.3	41.5 39.05	41. 38.42	41.9 39.18	40.2 37.65	36.2 32.65	33. 27.
52.75 50.08	53.05 48.43	52.9 44.	40.65 37.3	40.65 38.	41.35 39.22	41.26 35.16	43. 37.90	42. 28.
33. 30.	35. 28.	31. 26.	33. 30.	34. 31.	34. 31.	29. 25.	29. 26.	31. 28
34.53 31.03	34.55 28.65	31.28 27.38	28.05 25.35	29.85 24.95	26.85 23.70	23.85 21.45	21. 15.4	21.27 18.81
21.25 19.45	22. 20.3	21. 20.2	19. 18.3	18.5 18.2	16. 15.85	16. 14.5	16. 14.9	16. 10.2
27.75 22.	26.75 23.65	24.6 22.4	41. 39.25	42.25 37.75	42.25 38.05	43. 39.25	42.2 37.45	42.75 39.5
29.25 26.7	27.75 25.55	25. 23.16	29. 26.85	29.25 27.6	29. 26.5	29.75 26.1	31. 27.8	31. 26.8
50.5 45.	53.7 44.8	51.6 45.	38.5 34.6	43. 37.7	43.8 36.1	37.5 30.3	40. 33.2	40.4 34.2
25.7 25.32	24.67 24.32	23.5 23.	22. 21.72	21.4 21.32	21. 21.	25. 24.7	26.25 25.1	26.40 25.5
37.45 36.8	39.3 36.18	37.45 36.35	38.35 37.25	39.6 38.75	39.8 38.8	41. 38.65	40.75 32.5	36.62 31.60
21.4 21.	21.75 20.8	22.4 19.	29.2 27.9	32. 29.7	31.4 30.3	25.6 20.7	25.7 20.1	24.5 19.3
18. 18.	16. 16.	11. 10.	17. 15.75	18. 17.1	18. 17.5	23.1 21.7	22.8 20.35	21.9 20.35
13. 12.82	13.25 12.25	11.17 10.	11. 10.87	12. 11.12	11.75 11.65	17. 15.77	17. 14.07	17. 15.5
9. 8.25	9. 8.5	9. 8.05	11. 8.65	11. 8.85	10. 9.45	9. 8.85	9. 8.25	9. 8.25
10.65 10.32	11. 9.1	11. 9.9	7.25 6.77	9. 8.45	9. 8.6	9.25 8.97	9. 8.97	9. 8.5

ORGANIZATION OF SCHOOL COMMITTEE
FOR 1883-84.

Varnum Lincoln, Chairman,	Term expires, 1886.
Austin H. Burr, Secretary,	Term expires, 1884.
Felix G. Haynes, Auditor,	Term expires, 1885.

Sub-Committee on :

Central Grammar, South Centre, and Village Schools,
Varnum Lincoln.

Phillips, Scotland, Holt, and Vale Schools, Felix G.
Haynes.

Frye, West Centre, Osgood, Bailey, Abbott, and North
Schools, Austin H. Burr.

REPORT

OF THE

TRUSTEES OF THE PUNCHARD FREE SCHOOL.

By an oversight, the requirements of the Sixth Section of the Act of Incorporation of the Punchard Free School have not been carefully observed. An Annual Report may hereafter be expected, and will be duly announced on the title-page of the Annual School Report to the Town.

The Section referred to reads as follows: "The said Trustees shall make an Annual Report of the condition of the school, specifying the number of scholars who have attended the same, and their deportment and proficiency, and said Report shall be printed with the Annual Report of the School Committee of the Town."

In compliance with the above enactment the Trustees of the Punchard Free School have empowered the Visiting Committee of said school to submit to the citizens of Andover the subjoined Report.

TERMS.

SUMMER TERM, from March 22, 1882 to June 16, 1882.

AUTUMN TERM, from September 6, 1882 to November 28, 1882.

WINTER TERM, from December 6, 1882 to March 20, 1883.

Recess from Christmas to New Year.

DEPARTMENT AND PROFICIENCY.

	SUMMER TERM.	
	Department per cent.	Proficiency per cent.
Senior Class :		
Frank T. Carlton,	100.00	98.24
Annie O. S. Clemons,	100.00	88.48
Charles C. Deane,	100.00	84.32
Harry C. Greene,	99.09	95.32
Sara J. Hannon,	99.45	90.48
Abby A. Hayward,	100.00	89.96
Jonathan E. Holt,	100.00	96.80
Albert W. Lowe,	100.00	95.76
Second Class :		
Dora S. Berry,	95.48	94.52
Nellie E. Boutwell,	100.00	94.96
*Annie C. Foster,	97.27	63.04
Sarah M. Hobbs,	100.00	89.40
John A. Leitch,	100.00	98.68
Carrie T. Manning,	100.00	89.52
Jennie Y. Middleton,	99.45	92.80
William Odlin,	97.27	88.92
Belle A. Pearson,	97.27	88.80
Bertha E. Stephenson,	99.09	84.04
Third Class :		
Annie M. Barry,	98.18	83.80
§Clara M. Bell,	100.00	41.64
Freddie S. Boutwell,	99.09	77.16
William Charnley,	99.09	95.88
Charles H. Cullinane,	100.00	86.72
A. Ellicott Douglass,	100.00	96.88
J. Ralph Farnum,	99.45	88.76
‡Loring N. Farrum,	100.00	14.88
Annie A. Fiske,	95.45	73.48
Annie B. Flint,	98.18	91.56
Prosser H. Frye,	100.00	96.16
Emma E. Gould,	99.09	87.60
Annie D. Holt.	100.00	86.24
Mabel F. Smith,	100.00	94.60
Carrie L. Stott,	100.00	90.44
Cornie A. Sullivan,	99.09	65.40

Third Class — *continued.*

†Miriam S. Thayer,	100.00	46.48
*Wilmer F. Jenkins,	100.00	67.60
†Fred G. Laird,	100.00	45.52
*Agnes L. Cochrane,	98.18	70.00

Fourth Class :

Anna B. Abbott,	98.18	88.20
Harry P. Abbott,	98.18	86.52
Clara J. Baldwin,	100.00	97.92
Nellie W. Battles,	100.00	97.52
Joseph H. Blunt,	96.36	83.44
Edwin R. Clark,	94.55	90.60
Isaac H. Clark,	99.09	90.20
Granville K. Cutler,	95.45	89.80
Nathaniel A. Cutler,	100.00	84.12
Charles W. Dodson,	99.09	92.68
Maggie C. Donovan,	100.00	89.92
Herbert Goff,	100.00	96.64
Herbert H. Hill,	95.45	90.40
Albert E. Hulme,	100.00	57.64
Walter Lloyd,	100.00	87.72
Gertrude C. Mason,	100.00	97.16
Cora F. Mayer,	100.00	92.16
Edith A. McLawlin,	100.00	98.40
Fannie Meldrum,	100.00	90.16
Timothy O'Brien,	95.45	84.12
Harry A. Ramsdell,	98.18	92.20
John Riley,	99.09	88.76
Mary N. Tyler,	100.00	98.80
*Cecil K. Bancroft,	99.09	71.86
*Alice C. Jenkins, ¹	100.00	62.56
*Susie K. Jones,	100.00	76.96
*Mary M. Poor,	98.18	66.92
*Oscar F. Timlin,	100.00	71.48

* Omits one study.

† Left school March 30.

|| Left school May 8.

† Omits two studies.

§ Left school May 2.

DEPARTMENT AND PROFICIENCY.

	AUTUMN TERM.		WINTER TERM.	
	Department per cent.	Proficiency per cent.	Department per cent.	Proficiency per cent.
Senior Class :				
‡Dora S. Berry,	98.21	95.28	—	—
Nellie E. Boutwell,	100.00	94.29	99.54	98.68
Annie C. Foster,	99.11	95.43	99.54	98.10
Sarah M. Hobbs,	100.00	87.28	100.00	96.17
John A. Leitch,	100.00	98.31	100.00	99.35
Carrie T. Manning,	100.00	88.03	99.54	95.90
Jennie Y. Middleton,	99.11	92.60	99.08	95.07
William Odlin,	100.00	88.43	100.00	92.83
Belle A. Pearson,	99.11	92.44	99.23	96.03
Bertha E. Stephenson,	100.00	77.20	100.00	86.72
Second Class :				
Annie M. Barry,	100.00	84.65	100.00	93.28
Freddie S. Boutwell,	100.00	95.91	100.00	92.03
William Charnley,	100.00	98.15	100.00	98.28
Charles H. Cullinane	100.00	90.83	99.23	90.10
A. Ellicott Douglass,	100.00	99.13	100.00	98.55
J. Ralph Farnum,	100.00	92.44	100.00	94.28
Annie B. Flint,	100.00	90.39	100.00	97.28
Prosser H. Frye,	100.00	97.87	98.46	98.38
Emma E. Gould,	100.00	87.01	100.00	72.93
Annie D. Holt,	100.00	90.55	100.00	92.10
Mabel F. Smith,	100.00	95.08	100.00	97.58
Carrie L. Stott,	100.00	92.32	100.00	93.34
Third Class :				
Anna B. Abbott,	98.21	93.86	99.23	96.31
Harry P. Abbott,	90.54	74.29	94.62	79.10
Clara J. Baldwin,	100.00	95.24	100.00	97.55
Nellie W. Battles,	100.00	98.23	100.00	99.14
Joseph H. Blunt,	91.96	74.96	93.85	81.21
Edwin R. Clark,	96.42	90.47	89.54	86.00
‡Isaac H. Clark,	93.75	82.48	—	—
Granville K. Cutler,	93.75	86.22	91.54	85.79
Nathaniel A. Cutler,	98.21	93.98	98.74	96.03
Charles W. Dodson,	98.21	86.54	98.00	86.87
Maggie C. Donovan,	100.00	87.91	100.00	91.79
Herbert Goff,	100.00	96.61	100.00	97.21
Herbert H. Hill,	89.29	78.74	94.62	85.20
Fred H. Jones,	98.57	96.50	96.92	97.55

Third Class — *continued.*

Walter Loyd,	100.00	75.67	96.15	86.03
Cora F. Mayer,	97.32	88.86	98.46	89.72
Edith A. McLawlin,	100.00	97.95	100.00	99.10
Fannie Meldrum,	94.29	83.43	98.46	88.48
Timothy O'Brien,	91.07	72.60	90.77	77.72
Harry A. Ramsdell,	96.42	77.76	96.15	90.55
John Riley,	95.54	66.30	96.15	72.48
*Susie K. Jones,	100.00	72.52	100.00	73.21
*Gertrude C. Mason,	100.00	72.32	100.00	62.00
*Alice C. Jenkins,	96.42	61.38	99.54	68.66
*Mary M. Poor,	92.50	65.71	96.62	67.76

Fourth Class :

Jennie S. Abbott,	100.00	95.67	100.00	94.90
Anna F. Berry,	100.00	81.18	100.00	84.93
Walter A. Berry,	99.11	89.33	97.69	91.31
Jennie Birnie,	100.00	89.69	100.00	89.34
William R. Brady,	98.21	81.77	100.00	90.31
Nellie W. Buchan,	100.00	96.26	100.00	97.21
Louise B. Burnham,	100.00	97.83	100.00	98.35
John A. Burt,	100.00	86.30	100.00	82.14
Alice B. Cheever,	100.00	85.79	100.00	89.69
Emma L. Cole,	100.00	97.95	100.00	98.72
James H. Connolly,	100.00	95.00	100.00	94.28
George M. Dean,	100.00	93.66	100.00	94.93
Joseph A. Dennison,	100.00	78.07	100.00	86.31
Dollie M. Farnum,	100.00	95.35	100.00	97.52
Edmund M. Fessenden,	100.00	89.13	100.00	92.89
Sarah A. Fortis,	100.00	91.14	100.00	93.03
§Elsie L. Gilbert,	99.46	93.46	—	—
Sarah E. Haynes,	100.00	95.35	99.54	83.03
Charlotte M. Hill,	99.11	85.98	100.00	89.83
Benjamin Jenkins,	99.11	84.41	100.00	91.03
Henry H. Lloyd,	100.00	85.04	95.38	87.72
Mary F. Mason,	100.00	97.32	100.00	79.24
George A. Mayer,	96.42	91.14	98.00	89.79
Agnes C. Morrison,	100.00	89.92	99.54	93.48
Harry H. Noyes,	100.00	92.40	100.00	92.21
Charles A. Plummer,	100.00	95.39	100.00	84.21
Alonzo Rhodes,	98.21	78.74	99.23	88.14
Willie A. Trow,	98.21	88.66	98.46	90.10
*J. Rockwood Jenkins,	100.00	68.82	97.69	70.62
†Grahame D. Johnson,	100.00	45.59	100.00	46.17

* Omits one study.

† Omits two studies.

‡ Left school December 22.

§ Left school December 8.

ROLL OF HONOR.

Pupils who have received perfect marks in deportment, and have not been absent, tardy, or dismissed.

SUMMER TERM.—Frank T. Carlton, Annie O. S. Clemons, Abby A. Hayward, Jonathan E. Holt, Nellie E. Boutwell, Sarah M. Hobbs, John A. Leitch, Charles H. Cullinane, Annie D. Holt, Mabel F. Smith, Clara J. Baldwin, Nellie W. Battles, Maggie C. Donovan, Herbert Goff, Walter Lloyd, Gertrude C. Mason, Cora F. Mayer, Edith A. McLawlin, Mary N. Tyler, Oscar F. Timlin.

AUTUMN TERM.—Nellie E. Boutwell, Sarah M. Hobbs, Carrie T. Manning, William Odlin, Fred. S. Boutwell, William Charnley, Charles H. Cullinane, A. Ellicott Douglass, J. Ralph Farnum, Emma E. Gould, Annie D. Holt, Carrie L. Stott, Clara J. Baldwin, Nellie W. Battles, Herbert Goff, Walter Lloyd, Susie K. Jones, Gertrude C. Mason, Jennie S. Abbott, Anna F. Berry, Jennie Birnie, Nellie W. Buchan, Louise B. Burnham, John A. Burt, Alice B. Cheever, Emma L. Cole, James H. Connolly, George M. Dean, Dollie M. Farnum, Edmund M. Fessenden, Sarah A. Fortis, Henry H. Lloyd, Mary F. Mason, Harry H. Noyes, Charles A. Plummer, J. Rockwood Jenkins.

WINTER TERM.—Annie M. Barry, J. Ralph Farnum, Annie B. Flint, Annie D. Holt, Clara J. Baldwin, Maggie C. Donovan, Herbert Goff, Edith A. McLawlin, Nellie W. Buchan, George M. Dean, Charlotte M. Hill, Benjamin Jenkins.

SCHOOL STATISTICS.

	Summer Term.	Autumn Term.	Winter Term.
Length of School in days,	63	60	69
Average membership,	65	77	74
Average attendance,	$63\frac{37}{8}$	$76\frac{1}{10}$	$70\frac{25}{8}$

Items furnished for State Annual Report, from April 1882 to April 1883.

1. Length of School,	9 months, 12 days.
2. Number of different pupils attending the School during the year,	96
3. Number of different pupils not enrolled in some other school in town attending during the year,	70
4. Of the latter number the number over 15 years of age,	54
5. The number between 8 and 14,	16
6. Average membership for the year,	72
7. Average attendance for the year,	$70\frac{1}{8}$

COURSE OF STUDY.

FIRST YEAR.

FIRST TERM. — Algebra, English Language, Latin.

SECOND TERM. — Algebra, English Language, Latin

THIRD TERM. — Algebra, History, Latin.

SECOND YEAR.

FIRST TERM. — Geometry, History, Caesar.

SECOND TERM. — Geometry, History, Caesar.

THIRD TERM. — Geometry, Botany, Caesar.

THIRD YEAR.

FIRST TERM. — Trigonometry, Natural Philosophy, Virgil.

SECOND TERM. — Rhetoric, Natural Philosophy, Virgil.

THIRD TERM. — English Literature, Chemistry, French.

SENIOR YEAR.

FIRST TERM. — English Literature, Chemistry, French.

SECOND TERM. — Astronomy, French, Review of English Grammar, and Geography.

THIRD TERM. — Physiology, French, Review of Mathematics.

GENERAL EXERCISES.

Book Keeping, Elocution, Composition, Drawing, and Vocal Music.

MALCOLM DOUGLASS,

AUSTIN H. BURR,

JAMES H. LAIRD,

VISITING COMMITTEE.

ORGANIZATION OF TRUSTEES OF PUNCHARD
FREE SCHOOL FOR 1883-84.

President, Rev. Malcolm Douglass, D.D.

Visiting Committee :

Rev. Malcolm Douglass,
Rev. James H. Laird,
Rev. Austin H. Burr.

Prudential Committee :

Moses Foster,
George Gould,
George H. Poor.

Auditing Committee :

George Gould,
Edward Taylor,
Samuel H. Boutwell.

REPORT

OF THE

SCHOOL COMMITTEE

OF THE

TOWN OF ANDOVER,

FOR THE YEAR 1883-84.



ANDOVER:

PRINTED BY WARREN F. DRAPER.

1884.

REPORT.

IN compliance with the statutes of the Commonwealth your Committee hereby make their Annual Report. Speaking in general terms of the condition of our schools we feel justified in saying that the past year has witnessed certainly no abatement in their usual good character and prosperity. In some instances there has been marked improvement. Certain districts have suffered seriously on account of prevalent sickness, and all from unusually stormy weather, giving to the teachers' registers a dark record of diminished attendance. On the whole, however, we believe they have maintained their usual fair reputation. A more detailed account of the work and condition of the different schools will be found in these pages under their appropriate heads.

PHYSICAL EDUCATION. — In the general interest manifested on the subject of intellectual culture, and in the anxious desire to secure for our children the greatest results in this direction in the shortest possible time, we too often overlook the importance of physical education — the right condition and training of the body. Humiliating as it may seem, we are nevertheless dependent to a large extent, so far as this world is concerned, for our happiness, usefulness, and even the quality of our mental achievements, upon the healthy condition of our physical organism. Boast as we may of the greatness and glory of the human mind, one thing is very evident, that a sound bodily medium is highly necessary to the perfect development and best fruits of this mind. A

sound mind in a sound body is proverbially regarded as the greatest blessing the Creator can bestow, and one of the surest requisites to the attainment of all that is best and noblest in life. The body is the tenement of the soul, the house we live in, the outward form through which the intellect acts. No mind can do its work so well or so much in a weak or diseased physical frame. All other things being equal, the boy and the girl who are physically sound will sooner reach the goal of intellectual superiority, and make themselves more useful to the world, than those having, perhaps, naturally better mental endowments, yet destitute of good health.

ARE PRESENT METHODS INJURIOUS TO THE PUPIL'S HEALTH?—Now while our public schools are not especially designed to educate the body, they should at least be so conducted as to avoid all methods, the tendency of which is to injure or impair in any way the health of the pupils. Fears are sometimes expressed by parents that too long confinement in the schoolroom and too close application to their studies would prove injurious to the physical welfare of their children. That it is possible for a pupil to be injured by too hard study, or by unreasonable confinement in the schoolroom, we can easily understand. But instances of this kind, we feel certain, are of rare occurrence in the schools of our town. We have, indeed, yet to learn of a single case where a pupil was injured by a too close application to his regular school studies, or where one of average good health suffered any detriment of mind or body by confinement in the schoolroom. The general regulations of our schools are such that a possibility of that kind would be extremely rare. The regular sessions of our schools are three hours in length. This time is interrupted by a recess of fifteen minutes. If in stormy weather the recess is shortened then a corresponding amount of time is taken from the afternoon session. The youngest pupils in the primary schools are dismissed at recess, and are therefore retained in the schoolroom only ninety minutes at any

one time. This gives to the youngest pupils only three hours, and to all others only five and a half hours, out of twenty-four, of detention in the schoolroom. In the meanwhile the monotony of study is often broken by singing, the movements of classes to and from their seats for recitation, general talks of the teacher, to say nothing of the minutes, perhaps hours, of idleness and inattention which indifferent scholars will naturally take while ostensibly engaged in their studies. And to invalid scholars special indulgences are granted. Under these circumstances it would seem hardly possible that any harm should come to the physical welfare of our children as the result of hard study or long confinement.

One thing is very certain, we cannot diminish the hours of study in our schools without essentially lowering the standard of scholarship, which at present is none too high. There has been no way yet discovered by which a person, young or old, can be a scholar, in any good sense, in any branch of knowledge without study. And as a general rule the mental progress of the pupil is in ratio with the amount of the thorough diligence that he applies to the work. Our schools at the present time compare favorably, as we have the best means of knowing, with other parts of the State. But any relaxation in the amount of time devoted to study, or in methods of discipline, cannot be otherwise than injurious.

There may be instances where scholars in poor health, or of peculiar temperament, would require exceptional treatment, more fresh air, an abridgment of lessons, etc. In all such cases, where it does not impair the general welfare of the school, indulgence is always granted. But while the present hours of study and confinement might perhaps be diminished to the advantage of the invalid scholar, it would hardly be just to the healthy and robust boys and girls to adjust the methods of teaching and discipline in the whole school to the needs of such a scholar, thus placing the whole school on an invalid basis for the accommodation of a single pupil. The same remarks will apply to scholars who are

physically lazy, dislike study, and whose lessons are never properly learned. In such a case it would be an act of gross injustice to the diligent and ambitious members of a class to regulate the progress of the whole class by the sluggish steps of the indolent delinquent. The law of the survival of the fittest will be found to exist in the schoolroom as in other departments of life and nature.

But we cannot avoid saying, in defence of our present school system, that, although often charged with assaults upon the health of the rising generation, the trouble may perhaps, on a more careful investigation, be found due to other causes. Besides the regular school studies, which are amply sufficient as tasks for the average pupil, parents often impose additional burdens upon the minds of their children out of school, which not only interfere with their lessons at the school, but are positively injurious to their health. Parents might also find in late evening hours, ill-ventilated homes, improper food, and in certain questionable excitements a sufficient cause for nervous disorders and feeble bodies, without arraigning our school system as the author of the mischief. In a word, with all due regard to the physical welfare of our children, we do not think that just at present there is any great danger that any large number of the pupils in our public schools will be seriously injured by too much study.

AN EDUCATIONAL NEED. — While the educational facilities of our town will compare favorably with any part of the State, there exists, we think, in one direction a serious need; namely, a strictly English course of study for advanced classes as they leave our Grammar schools. Many pupils who graduate from these schools desire to pursue such studies as will fit them for a practical business life. They have neither time nor taste to acquire what is termed a classical education. But under the present arrangements there are no means provided in our public schools for supplying this deficiency. The result is that every year many of the pupils leaving our Grammar schools are compelled to seek in the

private academies of our town or elsewhere this kind of education which our public schools fail to furnish. The wants of this large class of our youth deserve serious consideration, and some action, we think, should be taken by our Town to supply them.

ABSENTEES FROM SCHOOL. — The statutes require “that no child under twelve years of age shall be employed in any manufacturing, mechanical, or mercantile establishment in this Commonwealth. And no child under fourteen shall be so employed unless he attends school at least twenty weeks in a year.” While we believe this excellent law is strictly enforced so far as the mills in our town are concerned, we have reason to fear that it is sometimes violated in other departments of industry, and by parents themselves. The spirit of the law, at least, requires that all children of a certain age should enjoy the privileges furnished by our public schools. And any parent who keeps his child from school for any kind of labor violates the statute, and is liable to the penalty annexed.

GETTING DISMISSED. — An evil which exists in some of our schools is the practice of getting dismissed before the regular hour for closing the school. There may be instances where it is actually necessary; but in nine cases out of ten it might be avoided by a little more thoughtfulness on the part of parents. But, for whatever reason it occurs, it is an annoyance to the teacher and injurious to the school. The evil does not consist wholly in the fact that so much time has been lost by the pupil himself out of school; it diverts his attention from his studies while in the schoolroom, disturbs the good order of the school, and makes the scholars who remain more discontented with their situation. The Committee look to the parents for support in their efforts to abate this pernicious practice.

VOCAL MUSIC. — In most of our schools the labors of Mr. Edward Butterworth have been attended with encouraging success. In a report of his work to the Committee he mentions especially the following schools as showing evidence of marked improvement in this department of education, Abbott Village Primary and Intermediate, South Centre First and Second Primary, Ballardvale Intermediate, Scotland District. He makes also favorable mention of all other schools, with the exception of the Phillips and the Holt, where the interest in this branch of study does not seem to be very enthusiastic. Of the Centre Grammar School he writes, "The scholars in this school at the close of the present term will be able to sing in nine different keys; also the study of the Minor and their relation to the Major scales.

TRUANCY. — This evil seems to be somewhat abated. Few cases have occurred the past year requiring the attention of our truant officers. All teachers who have reason to suspect that any of their pupils are guilty of this practice are requested to send at once for the truant officer, whose duty it is to hunt up the delinquent, and place him in school. The truant officers the coming year are Richard M. Abbott and Patrick Daley.

PROPRIETORS' FUND. — Of the interest of this fund \$120.15 have been expended the past year for Musical Charts, Musical Readers, Text-books, Easels, Maps, Ink-wells, etc. The amount of interest now on hand is \$247.10, and is deposited in the Andover Savings Bank.

CENTRAL GRAMMAR, SOUTH CENTRE, AND VILLAGE SCHOOLS.

The Central Grammar School is divided into three classes, pursuing nearly the same studies at different grades of advancement. These classes are expected, in a course of three years' study, to thoroughly master the common branches of an English education, and to be prepared to enter the Pun-

chard or any other High school. And for the benefit of those pupils who do not intend to take an advanced course teachers are especially urged to make their teaching as practical as possible — adapting their questions and illustrations, without regard to text-books, to the ordinary transactions of life. In former Reports we have spoken in terms of commendation of the labors of the teachers in this school. The past year shows no abatement of faithfulness or painstaking effort on their part to secure the best results. We invite to this school, as we do to all our schools, the frequent visits of parents and others interested, that they may witness for themselves the kind of discipline that is maintained and the work that is done. The teachers in this school are, Miss M. A. Whitehouse, Principal, Miss Mary F. Woodbridge and Miss Carrie E. Berry, Assistants.

The First Intermediate, taught by Miss Annie L. Locke, may be considered, under the circumstances, a successful school. A disturbing element in the shape of a few untamed spirits has been a cause of annoyance to the teacher, and made her labors more arduous than usual. General good order, however, has been maintained, and the advancement of the pupils in their studies is highly creditable.

The Second Intermediate, under the care of Miss Ella F. Merrill, has been unusually large the past year, making its management somewhat difficult. Yet the experience, tact, and energy of the teacher have been adequate to these increased demands, and in a way that reflects no small measure of credit upon her efforts. The work accomplished has been thorough, and the school has been particularly useful to the scholars and satisfactory to the Committee.

The Second Primary, under the charge of Miss Abby A. Richardson, has maintained its usual excellent reputation in point of order, enthusiasm, and profitable results. The praiseworthy interest which the teacher takes in the progress and general welfare of so many little ones makes this one of our most attractive and successful schools, deserving alike the grateful recognition of the parents and Committee.

The services of the assistant, Miss Hattie E. Harnden, have given the best satisfaction. She has labored with unquestioned energy and faithfulness in the discharge of her duties, the good fruit of which is clearly noticeable in the advancement of those under her care. This Primary school, in common with all others, owing to the tender age of the pupils, suffers more from irregular attendance than any other grade. While this is discouraging to teachers, it is something over which they have no control, but should be remembered by parents in their estimation of results.

Owing to sickness, the First Primary was deprived of the services of its tried and successful teacher, Miss Sarah F. Jones, through the Winter term. Her place has been acceptably filled by Miss H. Maria Richardson, through whose devoted efforts the good character of the school has been kept up to its uniform standard of excellence.

The Village Primary has been under the faithful care of Miss Mary E. Carter, whose labors the past year, as in years previous, deserve the unqualified commendation of the Committee and parents. In a quiet but efficient manner the love of study is stimulated and the best order secured. Under these circumstances there can be no question in regard to the excellent character of the school.

The Intermediate has been taught by Miss Mary A. Cope-land. Owing to the crowded condition of this school the past year, the Committee have been under the necessity of sending the older scholars to the Grammar school building. This action has not only been advantageous to these older scholars, but its effect upon the moral tone of the school and upon the whole neighborhood has been highly beneficial. This school the past year has shown signs of marked improvement. It suffers chiefly from idleness and indifference on the part of too many of the pupils. When this is overcome it will take its place among our best schools of the same grade.

SOUTH SCHOOLS.

The past year has witnessed but few changes in the schools in this part of the town. As a whole they have prospered well, and we consider that the money has been judiciously expended. The registers for the year have more than their usual number of absent and tardy names, but this is owing in some measure to sickness prevailing in several districts during the terms, and in the sparsely settled ones to very bad weather and travelling. Our attention has also been called to the large number in our village schools getting dismissed before the hour of closing. This will do very well in a primary school, but in the higher grades it is uncalled for, and in most cases entirely unnecessary; and if parents would consider the disturbance which it causes the school and the loss their children incur by being absent from recitations they would not request it so often. It may be a little inconvenient at times when their services are required at home at such an hour, but all parents should be willing to sacrifice in some degree their own personal comfort for the welfare of their children; and while we do not wish to enforce any rule that may seem arbitrary or severe, we shall feel obliged to adopt some measure that will in some degree lessen this growing evil.

The Grammar School in Ballard Vale has been too large for this grade, requiring, as it has, so many classes that it has been impossible for the teacher to devote as much time to the older pupils as we would desire. This we regret; for as we are now situated the Town affords no chance for scholars who are not able to complete a full course in the High School to advance in the essential English branches beyond our grammar grade. Yet with the large number, and some properly belonging in the grade below, the school has accomplished a good year's work. The discipline has been strict, but in our judgment just what this and all similar schools need; and we do not hesitate to say that Miss Jaquith has managed this school in a manner that reflects great credit

to herself as a teacher, and to the entire satisfaction of your Committee.

Good order, studiousness, and a well conducted school is observable on entering the Intermediate. Were it not for a few who would rather play than study, and consequently need watching during school-hours, we should almost consider this an ideal school. It certainly has improved wonderfully during the past few years, and Miss Pasho may well be proud of the success that has attended her efforts in this department.

In our last Report we spoke of the large number in the Primary Department, and thought at that time it might be necessary to employ an assistant some time during the year. It has not been done, however; the Committee not deeming it necessary; but as the school will evidently be larger this Spring term than ever, in anticipation of this we have fitted the room for that purpose, and shall use it if the case demands. Miss Brown's record as a teacher here is too well established to require much comment. Suffice it to say that the school has been a superior one, and her popularity as a teacher does not diminish in the least with her pupils, or with those who are in any way interested in the welfare of the school.

We feel under obligations to the worthy Janitor of these schools, Mr. Davis, who has been so attentive and faithful in performing his duties that it has almost entirely relieved us of any anxiety in regard to any danger which might arise from fires or other causes. The tidy appearance of the rooms and everything pertaining to the building is sufficient evidence that he is the right man for the place.

One of the best schools in town is in the Scotland district. The scholars are smart and always interested in their school work, and it is seldom we hear a poor recitation. Miss Carter possess the abilities of a true teacher, and the people may feel assured of an equivalent for their money while she has the charge.

Miss Erving, at the Holt, having requested a vacation of one term, was granted such, and Miss Elmira Jones, an ex-

perienced teacher, was selected to fill the vacancy for that time, Miss Erving resuming her position again at the Fall term. The school had its usual success under both teachers, and has made good and thorough advancement, and we can truly say that in our judgment but few schools have made better progress in all that pertains to a good school than this has during the several years past.

The Phillips has done about as usual. We can hardly expect very good results when the scholars are so irregular in attendance. Miss Holt has labored earnestly to create some enthusiasm, but finds it rather up-hill work. There is, and has been for many years, a lack of interest in this school which is almost impossible to overcome, consequently the school does not keep pace with others in town, but continues on about the same level from year to year. The discipline, however, has improved, and we hope for better things in the future.

REPAIRS. — The basement-wall of the building in Ballard Vale has been pointed, the whole building including the wall has been painted, the ceiling in the Phillips plastered, and a new pump placed at the Holt. These are about all the heavy repairs done in this department.

WEST PARISH SCHOOLS.

A truthful report of the schools in this section of the town would vary but little from that given last year. The same able, earnest, and faithful work on the part of the teachers, and the same gratifying results in the schools which were noted then have continued. There has been a slight variation for the better, in the fact that this year no school has been obliged to undergo the misfortune of a change of teachers. There has been, however, a slight interruption in two of them on account of sickness, involving in the case of one the employment for a short time of a substitute. Otherwise, nothing serious has occurred to mar the year's prosperity.

Miss Greaves in the Senior, and Miss Mattie A. Jones in the Primary, department at the Frye Village, have wrought with the same marked ability, fidelity, and devotion that have characterized their labor in these schools in the past, and the same happy results have of course followed.

As the supply of water had for several years during the dry season been insufficient for these schools, causing trouble to the neighbors, it was thought best to attempt to increase it by sinking the well to a greater depth. Accordingly—though attended with much difficulty on account of the nature of the soil—this was done, at an expense of \$68.90, with very gratifying results. During the summer vacation the ceiling in the Primary schoolroom was found to be in such a condition as to need replacing. This also was done, at an expense of \$54.38.

In the West Centre school the addition of some fifteen or more scholars, mostly primary, necessitated the putting in of several new desks, and of course added much to the labor of the teacher. But with her experience and superior ability Miss Bailey has been able to accomplish with success a task which in less competent hands must have resulted in total or partial failure.

The Osgood school, which we have been obliged for the last year or two to report as suffering from change, has, we are happy to state, had a most successful year. Nothing has occurred to interrupt its steady progress except its suspension for a fortnight on account of the sad and sudden death by Scarlet fever of a member of the family in which the teacher was boarding. Miss Manning certainly deserves great credit for the superior condition into which she has brought the school. During the dry season the water in the well failed, as it had in seasons past, and it was deemed advisable to attempt to sink the well to a lower depth. The work was begun, but owing to contingencies which could not be foreseen it had to be abandoned. This necessitated the digging of a new well, which was accomplished, and a new pump inserted, with very satisfactory results, after much delay involv-

ing the expenditure of much time and labor on the part of the Committee, and the submission to no little inconvenience on the part of the school.

Miss Fannie Hardy is (as we hope for the sake of the school she will be for many years to come) still the teacher in the Bailey district. If happy results in every respect are the criteria for praiseworthiness, too much cannot well be said in commendation of Miss Hardy's work in this school.

The Abbott school, reported last year as the greatest sufferer from change, still, relatively though not absolutely, maintains that undesirable place. There has been an actual improvement. At the beginning of the year the services of Miss Ednah P. Hale, an experienced and successful teacher of Rowley, were obtained, and could the school have continued through the entire year without interruption we have no doubt but that the report of this school would have been exceedingly gratifying; but sickness both of an epidemic and contagious character in the school, and illness on the part of the teacher have interfered with its highest interests, and seemingly, though not in reality, plucked some of the laurels from the brow of the teacher.

The little North school, the only one remaining to be mentioned, is by no means "little" when measured by the individual results accomplished. Miss Ward has added another year of most praiseworthy labor to that already performed for this school, and the hope expressed last year that a "like prosperity would attend the school the coming year" has been fully realized.

VARNUM LINCOLN,
FELIX G. HAYNES,
AUSTIN H. BURR,
SCHOOL COMMITTEE.



APPENDIX.

SCHOOL STATISTICS.

CENTRAL GRAMMAR.

	1st Term.	2d Term.	3d Term.
Length of School, in days,	63	59	64
Whole number,	114	105	102
Over 15 years,	8	8	5
Between 8 and 14 years,	76	83	78
Neither absent nor tardy,	20	37	15
Number of visitors,	19	15	23

SOUTH CENTRE.

FIRST INTERMEDIATE DEPARTMENT.

Length of School, in days,	63	59	64
Whole number,	40	42	43
Over 15 years,	0	1	0
Between 8 and 14 years,	40	41	43
Neither absent nor tardy,	3	9	2
Number of visitors,	7	15	14

SECOND INTERMEDIATE.

Length of School, in days,	63	59	64
Whole number,	31	43	42
Over 15 years,	0	0	0
Between 8 and 14 years,	31	43	42
Neither absent nor tardy,	9	15	3
Number of visitors,	9	17	17

FIRST PRIMARY.

Length of School, in days,	64	59	65
Whole number,	41	45	44
Under 5 years,	0	0	0
Between 8 and 14 years,	37	32	41
Neither absent nor tardy,	9	12	2
Number of visitors,	23	46	34

SECOND PRIMARY.

	1st Term.	2d Term.	3d Term.
Length of School, in days,	64	59	65
Whole number,	81	80	79
Under 5 years,	0	1	0
Between 8 and 14 years,	12	8	10
Neither absent nor tardy,	9	18	2
Number of visitors,	22	26	17

ABBOTT VILLAGE.

INTERMEDIATE.

Length of School, in days,	64	59	65
Whole number,	36	36	37
Over 15 years,	0	0	0
Between 8 and 14 years,	33	31	34
Neither absent nor tardy,	5	10	0
Number of visitors,	14	23	14

PRIMARY.

Length of School, in days,	64	59	65
Whole number,	54	44	41
Under 5 years,	0	0	0
Between 8 and 14 years,	5	5	4
Neither absent nor tardy,	6	6	2
Number of visitors,	19	25	12

PHILLIPS.

Length of School, in days,	63	60	64
Whole number	35	33	24
Under 5 years,	1	1	1
Between 8 and 14 years,	20	16	14
Neither absent nor tardy,	4	2	3
Number of visitors,	24	23	15

HOLT.

Length of School, in days,	64	60	61
Whole number,	28	28	15
Under 5 years,	0	0	0
Over 15 years,	3	2	0
Between 8 and 14 years,	17	17	10
Neither absent nor tardy,	5	12	2
Number of visitors,	48	9	6

SCOTLAND.

	1st Term.	2d Term.	3d Term.
Length of School, in days,	65	59	65
Whole number,	21	22	21
Over 15 years,	2	2	2
Between 8 and 14 years,	14	13	14
Neither absent nor tardy,	4	7	4
Number of visitors,	28	8	15

BALLARD VALE.

SENIOR.

Length of School, in days,	59	60	64
Whole number,	44	42	40
Over 15 years,	1	1	1
Between 8 and 14 years,	37	37	32
Neither absent nor tardy,	7	13	9
Number of visitors,	33	26	22

INTERMEDIATE.

Length of School, in days,	65	60	65
Whole number,	31	38	39
Over 15 years,	0	0	2
Between 8 and 14 years,	30	37	37
Neither absent nor tardy,	4	6	0
Number of visitors,	48	7	18

PRIMARY.

Length of School, in days,	65	60	65
Whole number,	57	59	55
Under 5 years,	0	0	0
Between 8 and 14 years,	22	19	19
Neither absent nor tardy,	1	5	4
Number of visitors,	30	4	12

FRYE.

INTERMEDIATE.

Length of School, in days,	64	60	65
Whole number,	26	31	33
Between 8 and 14 years,	26	30	32
Neither absent nor tardy,	3	9	8
Number of visitors,	9	19	9

PRIMARY.

Length of School, in days,	64	60	65
Whole number,	52	42	37
Under 5 years,	5	0	0
Between 8 and 14 years,	20	16	17
Neither absent nor tardy,	8	4	0
Number of visitors,	15	17	16

WEST CENTRE.

	1st Term.	2d Term.	3d Term.
Length of School, in days,	64	60	64
Whole number,	31	41	35
Under 5 years,	0	3	0
Over 15 years,	1	0	3
Between 8 and 14 years,	18	22	21
Neither absent nor tardy,	0	2	2
Number of visitors,	10	15	13

OSGOOD.

Length of School, in days,	64	60	61
Whole number,	25	27	32
Under 5 years,	0	0	0
Over 15 years,	1	2	7
Between 8 and 14 years,	16	18	18
Neither absent nor tardy,	2	1	2
Number of visitors,	36	19	14

BAILEY.

Length of School, in days,	64	59	65
Whole number,	15	15	16
Under 5 years,	1	0	0
Over 15 years,	1	1	1
Between 8 and 14 years,	9	10	11
Neither absent nor tardy,	3	5	5
Number of visitors,	3	7	7

ABBOTT.

Length of School, in days,	57	60	59
Whole number,	13	14	12
Over 15 years,	0	0	1
Between 8 and 14 years,	8	8	8
Neither absent nor tardy,	1	4	0
Number of visitors,	24	12	11

NORTH.

Length of School, in days,	63½	59	63
Whole number,	10	7	8
Over 15 years,	1	0	2
Between 8 and 14 years,	7	4	4
Neither absent nor tardy,	6	3	0
Number of visitors,	9	5	8

PUPILS WHO HAVE NOT BEEN ABSENT OR TARDY IN THE SEVERAL TERMS.

GRAMMAR SCHOOL.

FIRST TERM. — Cora C. Abbott, S. Agnes Abbott, Angie M. Burt, Jessie M. Campbell, Norah J. Murphy, Marion L. Stott, Perley F. Gilbert, George H. Hayward, George E. Hussey, Carleton A. Hardy, George E. Smith, Alice C. Dean, Dora L. Mason, Ethel L. Warren, Florence Abbott, Hattie Dean, Mary McManus, Effie Smith, Arthur Cummings, Fred. Hayward.

SECOND TERM. — Charles A. Bodwell, John J. Driscoll, Oswald F. Goldsmith, Willie F. Howard, E. Stewart Jenkins, David M. Robb, Henry R. Sweeney, George E. Smith, Clemens Kintz, Belle H. Barnett, Emma L. Goldsmith, Grace A. Langlands, Blanche S. Poor, Agnes S. Spinney, Ethel L. Warren, Addie Wardwell, Florence L. Abbott, Mary McManus, Dennis J. Driscoll, John W. Holt, Bessie Blood, Katie Cullinane, Hattie Dean, Effie Duval, Sadie Holderness, Bella Lowe, Maggie Lowe, Jennie McManus, Clara Stark, Eva Stark, Robert Brookhouse, John Doherty, Michael Driscoll, Julius Duval, Fred. Laird, Martin Nolan, George Ramsden.

THIRD TERM. — E. Stewart Jenkins, Clemens Kintz, John O'Brien, Belle H. Barnett, Alice C. Dear, Emma L. Goldsmith, Ethel L. Warren, Florence I. Abbott, Annie I. Buchan, Arthur G. Cummings, Hattie Dean, Effie Duval, Josie Stalbird, Martin Nolan.

SOUTH CENTRE.

FIRST INTERMEDIATE DEPARTMENT.

FIRST TERM. — Katie A. Cullinane, Martin F. Nolan, Frank V. Noyes.

SECOND TERM. — Blanche L. Cummings, Julia A. Cullinane, Mary E. Doherty, Mary A. Hannon, Alice Nolan, James L. Smith, Michael Sullivan, Stephen White.

THIRD TERM. — Charles B. Baldwin, Stephen White.

SECOND INTERMEDIATE.

FIRST TERM. — Charles B. Baldwin, Ella M. Bodwell, Julia A. Cullinane, Jerry Driscoll, Lulu E. Hardy, Bertha L. Manning, Joseph R. McDonald, Alice Nolan, James L. Smith.

SECOND TERM. — Margaret L. Abbott, Flora P. Balch, Myra J. Bodwell, Walter K. Clark, John Cox, Maude M. Cole, John Driscoll, Albert G. Farnum, Arthur F. Frame, Nellie C. Hayward, Joseph Hilton, Willie T. Rea, Atherton R. Ramsdell, Alvin E. Tough.

THIRD TERM. — Arthur F. Frame, Nellie C. Hayward, Willie T. Rea.

FIRST PRIMARY.

FIRST TERM. — Maude M. Cole, Arthur F. Frame, Willie T. Rea, Alvin E. Tough, Charles Boone, Nellie Crowley, Fred. M. Gilcreast, Rosanna Kelley, May B. Mowat.

SECOND TERM. — Charles Boone, Florence Chandler, Robert Daughirtai, Marion L. Holt, May B. Mowat, Sarah Piddington, Walter Rhodes, Gertrude A. Roberts, Emma Boone, Charles H. Eames, George H. Putnam, Mabel Robinson.

THIRD TERM. — Mary E. Donovan, May B. Mowat.

SECOND PRIMARY.

FIRST TERM. — Julius D. Clark, Alice Coutts, Ralph B. Clement, Hannah Cullinane, Frank L. Cole, Maggie W. Mowat, Albert P. Robertson, Agnes C. Smith, Marion L. Woods.

SECOND TERM. — Alice F. Abbott, Russell Chandler, Willie Cleary, William Driscoll, Roderick Daughirtai, Fred. Daughirtai, Annie Dundas, Ellen S. Holderness, Maggie Mowat, Della T. Remmes, Nellie Remmes, Louise Robertson, Agnes S. Smith, Frank E. Whiting, Marion L. Woods, Flora B. White, Katie Nolan, Charles Richardson.

THIRD TERM. — Freddie W. Howarth, Maggie Mowat.

ABBOTT VILLAGE.

INTERMEDIATE DEPARTMENT.

FIRST TERM. — Alexander Lamont, Bella Greig, Mary Lunan, Eva Stark, Clara Stark.

SECOND TERM. — Jonathan Hilton, Wilson Knipe, Lizzie Lowe, James Lowe, Maggie Lamont, Mary Lunan, Selina Nolan, James Nolan, William Ramsden, Mary Souter.

THIRD TERM. — None.

PRIMARY.

FIRST TERM. — Mary Dick, Lena Nolan, Lizzie Lamont, Florence Wakefield, Thomas Lunan, Jonathan Hilton.

SECOND TERM. — Alice Coutts, Lizzie Lamont, Marion Warden, Alexander Dick, Alexander Dick 2d, Henry Hilton.

THIRD TERM. — Lizzie Lamont, John McManus.

PHILLIPS.

FIRST TERM. — Leigh Carter, Gracie Higgins, Bertha Higgins, Nellie Hayward.

SECOND TERM. — Bertha Higgins, Gracie Higgins.

THIRD TERM. — Minnie Dushan, Bertha Higgins, Gracie Higgins.

HOLT.

FIRST TERM. — Emma Carpenter, Joanna Donovan, John Donovan, Lizzie Ephraim, Addie Wardwell.

SECOND TERM. — Allen F. Abbott, Grace M. Abbott, Charles B. Blunt, Bell J. Butterfield, Polly F. Butterfield, Emma Carpenter, James A. Dole, Joanna Donovan, John Donovan, Lizzie Ephraim, Irving F. Moulton, James Percy Roberts.

THIRD TERM. — Charles B. Blunt, Lizzie Ephraim.

SCOTLAND.

FIRST TERM. — Clara Buxton, Anna A. Holt, Florence B. Holt, Harry F. Holt.

SECOND TERM. — Clara Buxton, Anna A. Holt, Florence B. Holt, Lizzie Mason, Harry F. Holt, Willie Thomes, Maud Thomes.

THIRD TERM. — Ira Buxton, Anna A. Holt, Edward R. Hinton, Nellie E. Russell.

BALLARD VALE.

SENIOR DEPARTMENT.

FIRST TERM. — Willard Ashworth, Eliza Finn, Hallie Hayward, Mellie Kniffin, Northey Marland, Edwin Moody, Mattie Stark.

SECOND TERM. — Kittie Clemons, Carrie Hayward, George Lawrence, Harry Lowe, Northey Marland, Willie Matthews, Ada Mears, Eddie Miller, Clara Moody, Edwin Moody, Eddie Scott, Mattie Stark, Josie Weld.

THIRD TERM. — Asa Buck, John Burns, Maggie Caffrey, George Lawrence, Harry Lowe, Northey Marland, Edwin Moody, Henry Riley, Eddie Scott.

INTERMEDIATE DEPARTMENT.

FIRST TERM. — Kittie Clemons, Dennis Donovan, Kate Flaherty, Delia Caffrey.

SECOND TERM. — Pauline Lochner, Chester Matthews, Almon Moody, Annie Poor, Alice Ross, Ellen Turner.

THIRD TERM. — None

PRIMARY.

FIRST TERM. — Eddie Haynes.

SECOND TERM. — Mary Adams, Willie Adams, Freddie Brown, David Burns, John Daley.

THIRD TERM. — Willie Adams, David Burns, Daniel Burns, Eddie Haynes.

FRYE VILLAGE.

INTERMEDIATE DEPARTMENT.

FIRST TERM. — Marie Campbell, Grace Craig, May Bentley.

SECOND TERM. — Charles Bell, Otis Birney, Grace Craig, Andrew Dodson, Fred. Dodson, Eddie Hussey, Mansfield Meston, Ethel Stott, Mary Sullivan.

THIRD TERM. — Stewart Bell, Otis Birney, Marie Campbell, Eddie Hussey, John May, Mansfield Meston, Ethel Stott, Lizzie Souter.

PRIMARY.

FIRST TERM. — Otis Birney, Lizzie Souter, Maggie Phillips, Lavinia Robinson, James Souter, Mary Sullivan, Barney F. Duffley, Isabella Campbell.

SECOND TERM. — Alice Dodson, Lavinia Robinson, James Souter, Carrie Mander.

THIRD TERM. — None.

WEST CENTRE.

FIRST TERM. — None.

SECOND TERM. — Gertrude A. Burt, George G. Phelps.

THIRD TERM. — Albert B. Burt, Ralph W. Trow.

OSGOOD.

FIRST TERM. — Mabel S. Flint, Eddie S. Moulton.

SECOND TERM. — Eddie S. Moulton.

THIRD TERM. — Charles W. Moulton, Rufus M. McDonald.

BAILEY.

FIRST TERM. — Josie S. Boutwell, Eugene Hardy, Eva A. Hardy.

SECOND TERM. — Anna Boutwell, Josie S. Boutwell, Alice M. Edwards, Gertrude Edwards, Minnie Edwards.

THIRD TERM. — Adella M. Boutwell, Hattie L. Boutwell, Josie S. Boutwell, Eugene I. Hardy, May B. Hardy.

ABBOTT.

FIRST TERM. — Edith Hardy.

SECOND TERM. — Eva E. Abbott, Lilla A. Abbott, Alma R. Bailey, Lizzie Fitzgerald.

THIRD TERM. — None.

NORTH.

FIRST TERM. — Annie Crowley, Lizzie Crowley, Annie Luscomb, Minnie McCarty, Annie Toye, Minnie Toye.

SECOND TERM. — Annie Crowley, Lizzie Crowley, Minnie McCarty.

THIRD TERM. — None.

TABULAR STATEMENT.

SCHOOLS.	TEACHERS.	Number of Terms.	Salary per Week.
CENTRAL GRAMMAR:	M. Abby Whitehouse (Prin.), -	3	\$20 00
2d Department:	Mary F. Woodbridge, - - - -	3	9 00
3d Department:	Carrie E. Berry, - - - - -	3	9 00
SOUTH CENTRE,			
1st Intermediate:	Annie L. Locke, - - - - -	3	9 00
2d Intermediate:	Ella F. Merrill, - - - - -	3	9 00
1st Primary:	Sara F. Jones, - - - - -	3	9 00
2d Primary:	Abbie A. Richardson, - - - -	3	9 00
	Hattie E. Harnden (Assist.), -	3	4 00
ABBOTT VILLAGE,			
Intermediate:	Mary Copeland, - - - - -	3	9 00
Primary:	Mary E. Carter, - - - - -	3	9 00
PHILLIPS:	Etta Holt, - - - - -	3	9 00
HOLT:	Elmira Jones, - - - - -	1	9 00
	Hattie L. Erving, - - - - -	2	9 00
SCOTLAND:	Susan R. Carter, - - - - -	3	9 00
BALLARD VALE,			
Senior:	M. Alice Jaquith, - - - - -	3	9 00
Intermediate:	Lizzie A. Pasho, - - - - -	3	9 00
Primary:	Mary F. Browne, - - - - -	3	9 00
FRYE VILLAGE,			
Intermediate:	Jennie H. Greaves, - - - - -	3	9 00
Primary:	Mattie A. Jones, - - - - -	3	9 00
WEST CENTRE:	Hannah R. Bailey, - - - - -	3	9 00
OSGOOD:	Mary E. Manning, - - - - -	3	9 00
BAILEY:	Fannie A. Hardy, - - - - -	3	9 00
ABBOTT:	Ednah P. Hale, - - - - -	3	9 00
NORTH:	Emma L. Ward, - - - - -	{ 2 1	8 10 9 00
MUSIC TEACHER,	Edward Butterworth, - - - -	3	9 00

AVERAGE MEMBERSHIP AND

SCHOOLS.	Per cent. of Attendance for the Year.	AVERAGE
CENTRAL GRAMMAR :	95.2	Membership, - - - - - Attendance, - - - - -
SO. CENTRE, 1st Intermediate :	92.	Membership, - - - - - Attendance, - - - - -
2d Intermediate :	92.	Membership, - - - - - Attendance, - - - - -
1st Primary :	91.3	Membership, - - - - - Attendance, - - - - -
2d Primary :	87.9	Membership, - - - - - Attendance, - - - - -
ABBOTT VILLAGE, Intermediate :	91.2	Membership, - - - - - Attendance, - - - - -
Primary :	90.1	Membership, - - - - - Attendance, - - - - -
PHILLIPS :	83.1	Membership, - - - - - Attendance, - - - - -
HOLT :	91.2	Membership, - - - - - Attendance, - - - - -
SCOTLAND :	94.	Membership, - - - - - Attendance, - - - - -
BALLARD VALE, Senior :	91.	Membership, - - - - - Attendance, - - - - -
Intermediate :	92.4	Membership, - - - - - Attendance, - - - - -
Primary :	87.2	Membership, - - - - - Attendance, - - - - -
FRYE VILLAGE, Intermediate :	95.4	Membership, - - - - - Attendance, - - - - -
Primary :	94.1	Membership, - - - - - Attendance, - - - - -
WEST CENTRE :	86.7	Membership, - - - - - Attendance, - - - - -
OSGOOD :	88.3	Membership, - - - - - Attendance, - - - - -
BAILEY :	94.	Membership, - - - - - Attendance, - - - - -
ABBOTT :	85.1	Membership, - - - - - Attendance, - - - - -
NORTH :	91.9	Membership, - - - - - Attendance, - - - - -

ATTENDANCE OF SCHOLARS.

MONTH.								
1st.	2d.	3d.	4th.	5th.	6th.	7th.	8th.	9th.
110.75	106.55	100.88	102.5	101.5	97.5	97.5	98.	94.2
106.05	101.35	97.45	99.63	99.1	94.3	89.35	90.82	87.9
37.25	36.75	34.	41.	36.5	36.	38.5	38.75	39.
35.15	32.75	33.22	39.87	34.44	33.8	35.17	34.25	32.26
29.65	28.3	26.	40.25	40.75	40.3	38.25	41.	38.28
27.75	26.05	23.6	38.55	38.65	37.8	34.25	37.4	34.16
37.35	39.27	39.	43.95	44.	44.	43.55	43.4	41.50
35.9	36.72	37.36	41.	40.5	41.6	40.4	36.55	33.37
71.85	74.9	73.	74.8	76.75	77.	72.	68.25	63.
67.22	68.6	66.72	70.6	70.46	68.87	57.75	52.7	50.
31.10	31.7	30.12	35.5	35.1	35.	36.25	37.	37.
29.	26.75	28.02	34.18	31.82	32.67	32.72	32.75	33.7
52.21	48.45	47.	41.4	44.	43.	41.	41.	41.
49.01	44.65	43.44	39.42	40.92	40.1	32.42	34.17	34.66
26.	32.	30.	25.	28.	29.	22.	21.	18.
23.	28.	23.	22.	24.	25.	17.	16.	14.
24.5	25.65	24.29	24.9	27.37	27.7	15.	15.	14.
21.9	23.85	22.77	24.35	25.45	26.45	12.	11.92	12.40
18.15	19.	21.	22.	22.	22.	20.6	20.	20.6
17.6	17.9	20.32	21.17	21.	21.57	18.6	18.2	18.
42.	37.5	29.	41.	40.	40.5	38.65	36.5	31.5
40.75	33.5	25.6	39.4	38.1	31.95	36.05	33.	28.
21.	29.2	29.6	33.5	35.5	32.	34.5	35.75	35.4
19.5	25.5	26.1	32.	33.75	31.9	31.3	32.5	32.2
45.5	52.	55.2	52.7	55.5	54.5	49.2	53.2	49.6
40.5	46.2	47.8	47.3	46.6	48.9	42.8	45.6	42.2
24.75	24.68	23.6	30.	30.5	30.2	30.75	31.45	33.
24.3	24.23	22.59	28.85	28.47	28.3	28.35	30.62	31.25
45.7	48.25	41.8	40.	40.75	39.5	35.25	35.7	25.6
44.67	45.05	45.1	38.93	36.85	36.03	30.25	32.53	22.44
27.5	28.	26.25	35.5	35.7	36.5	32.5	33.6	28.4
24.2	20.8	22.07	32.7	32.9	32.8	27.9	27.95	24.2
19.9	19.95	19.6	18.6	22.93	21.75	27.6	23.5	18.95
18.4	17.85	16.9	16.53	20.63	19.1	23.98	21.15	15.75
15.	15.	15.	14.75	15.	15.	15.25	15.	14.2
14.87	14.1	13.02	14.45	14.52	14.55	13.67	14.5	12.5
12.	12.	11.	12.	13.	13.	10.	9.	9.
10.5	9.	9.	10.5	12.	11.	10.	8.	6.
9.2	10.	10.	7.	7.	7.	8.	8.	8.
9.17	9.6	9.7	6.85	6.77	6.35	5.8	7.47	6.5

ORGANIZATION OF SCHOOL COMMITTEE
FOR 1884-85.

Varnum Lincoln, Chairman,	Term expires, 1886.
E. Francis Holt, Secretary,	Term expires, 1887.
Felix G. Haynes, Auditor,	Term expires, 1885.

Sub-Committee on :

Central Grammar, South Centre, and Village Schools,
Varnum Lincoln.

Phillips, Scotland, Holt, and Vale Schools, Felix G.
Haynes.

Frye, West Centre, Osgood, Bailey, Abbott, and North
Schools, E. Francis Holt.

REPORT

OF THE

TRUSTEES OF THE PUNCHARD FREE
SCHOOL.

REPORT.

THE Trustees of the Punchard Free School have empowered the Visiting Committee of said school to prepare the Annual Report upon the condition of the school for the year ending March 11, 1884, and the deportment and proficiency of its scholars for the same period ; as follows :

In the course of the last Autumn term the health of the Principal, Mr. Wm. G. Goldsmith, gave way, obliging him to apply for a vacation until September next. The application was cheerfully granted, with sincere regret for the necessity which caused it, and with the earnest hope that, Mr. Goldsmith's health being re-established, he would be enabled by the next Autumn term to resume the work which he had carried on with eminent self-devotion and success for the past twenty-five years.

Upon Mr. Goldsmith's withdrawal from active duty the substantial fruits of his long and judicious supervision became at once conspicuously apparent. In the interval, before a competent Acting Principal could be secured, it was found necessary to place the school under the charge of the two Assistant Teachers, Miss Lillie R. Hammond and Miss Florence M. Locke. Too much praise cannot be awarded to these faithful teachers for their conscientious and efficient discharge of the trust committed to them. And the deportment and proficiency of the scholars was most commendable. They entered with zeal and intelligence into the daily work. There was no occasion for special discipline. Good order was observed at all times. The *morale* of the school was perfect. Plainly it was doing, and doing well, the work it was expected to do.

Before the close of the Christmas recess Mr. Charles H. Morss was engaged as Acting Principal; and from that time to the present the usual order of the school has been satisfactorily sustained.

Near the close of the Winter Term the teachers, seconded by the concurrent voice of the pupils, petitioned for a modification of the school hours, allowing one daily session instead of two, a change which it was thought would be found of advantage to all concerned. Should such change be authorized by the Visiting Committee, it can be regarded only as tentative, until the Board, in the light of the experience gained by trial, confirms it as the settled order of the school.

The Trustees respectfully acknowledge the receipt of a petition recently prepared and signed by many citizens, asking that an English course of study may be adopted in the Punchard School, with liberty of choice between it and the Classical course. It would under any circumstances be impracticable at this date to apply such course before the next Autumn term. It is doubtful also whether it can be applied unless another Assistant be provided. Should it so prove it will be necessary to appeal to the goodwill and public spirit of the citizens to provide the necessary means, as the present income of the Trust Fund will not more than suffice for present expenses. The Trustees have committed the subject to a committee to consider and report upon the subject at a future meeting.

Early in the past school year the Rev. James H. Laird, Pastor of the South Church, removed from Andover to another field of duty. The loss of his wise, kind, and industrious co-operation has been sensibly felt by the Board of Trustees, and especially by his associates on the Visiting Committee.

MALCOLM DOUGLASS,
AUSTIN H. BURR,
VISITING COMMITTEE.

TERMS.

SUMMER TERM, from March 28, 1883, to June 16, 1883.

AUTUMN TERM, from September 5, 1883, to November 27, 1883.

WINTER TERM, from December 5, 1883, to March 11, 1884.

Recess from Christmas to New Year.

SCHOOL STATISTICS.

	Summer Term.	Autumn Term.	Winter Term.
Length of School, in days,	59	53	61
Average membership,	70	82	77
Average attendance,	69.24	79.9	76

Items furnished for State Annual Report, 1884 :

1. Length of School, 9 $\frac{1}{4}$ months.
2. Number of different pupils attending the School during the year, 103
3. Number of different pupils not enrolled in some other school in town attending during the year, 70
4. Of the latter number the number over 15 years of age, 53
5. The number between 8 and 14, 17
6. Average membership for the year, 77
7. Average attendance for the year, 75 $\frac{1}{2}$

ROLL OF HONOR.

Pupils who have received perfect marks in deportment, and have not been absent, tardy, or dismissed.

SUMMER TERM.—Nellie E. Boutwell, Sarah M. Hobbs, William Odlin, Bertha E. Stephenson, William Charnley, Charles H. Cullinane, J. Ralph Farnum, Annie B. Flint, Emma E. Gould, Mabel F. Smith, Clara J. Baldwin, Nellie W. Battles, Maggie C. Donovan, Cora F. Mayer, John Riley, Mary M. Poor, Jennie S. Abbott, Anna F. Berry, Jennie Birnie, Nellie W. Buchan, Louise B. Burnham, John A. Burt, Alice B. Cheever, Emma L. Cole, James A. Connolly, George M. Dean, Charlotte M. Hill.

AUTUMN TERM.—Fred. S. Boutwell, Charles H. Cullinane, A. Ellicott Douglass, J. Ralph Farnum, Annie B. Flint, Emma E. Gould, Annie D. Holt, Mabel F. Smith, Carrie L. Stott, Anna B. Abbott, Clara J. Baldwin, Nathaniel A. Cutler, Cora F. Mayer, Jennie S. Abbott, Louise B. Burnham, John A. Burt, Alice B. Cheever, Emma L. Cole, George M. Dean, Sarah A. Fortis, Sarah E. Haynes, Benjamin Jenkins, Anna F. Berry, S. Agnes Abbott, Kittie H. Barnett, Arthur T. Boutwell, M. Winnie Burt, Alice M. Gage, Emily M. Hill, Ida J. Holt, George E. Hussey, Bessie M. Jenkins, Nora J. Murphy, Mabel Paradise, Addie F. Perkins,

Lucy A. Roach, Marion L. Stott, Bessie M. Walker, Elsie M. Gilbert, Alice M. Hill.

WINTER TERM. — Fred. S. Boutwell, Charles H. Cullinane, A. Ellicott Douglass, Annie B. Flint, Emma E. Gould, Annie D. Holt, Mabel F. Smith, Clara J. Baldwin, Nellie W. Battles, Nathaniel A. Cutler, Edith A. McLawlin, Alice B. Cheever, Emma L. Cole, George M. Dean, Sarah A. Fortis, Agnes C. Morrison, Harry H. Noyes, Anna F. Berry, Arthur T. Boutwell, Jessie M. Campbell, Nora J. Murphy, Mabel Paradise, Addie F. Perkins, Marion L. Stott, Elsie L. Gilbert, Dora L. Mason.

THE FIRST TWENTY-FOUR.

SUMMER TERM.

1, 2. Nellie E. Boutwell,	2439.	13. Louise B. Burnham,	2392.
1, 2. Annie C. Foster,	2439.	14. Clara J. Baldwin,	2388.
3. John A. Leitch,	2434.	15. Jennie S. Abbott,	2387.
4. Emma L. Cole,	2433.	16. James H. Connolly,	2386.
5. Annie B. Flint,	2424.	17. Prosser H. Frye,	2376.
6. Nellie W. Battles,	2421.	18, 19. Carrie S. Manning,	2366.
7. Edith A. McLawlin,	2420.	18, 19. Sarah E. Haynes,	2366.
8. Nellie W. Buchan,	2418.	20. Dollie M. Farnum,	2362.
9. Anna B. Abbott,	2406.	21. Belle A. Pearson,	2339.
10. Mabel F. Smith,	2405.	22. Fred. H. Jones,	2332.
11. A. Ellicott Douglass,	2403.	23. George M. Dean,	2331.
12. Jennie Y. Middleton,	2394.	24. William Odlin,	2320.

Maximum, 2460.

FALL TERM.

1. Alice M. Gage,	2691.	13. Louise B. Burnham,	2610.
2. Prosser H. Frye,	2673.	14. Mabel Paradise,	2606.
3. A. Ellicott Douglass,	2665.	15. Clara J. Baldwin,	2566.
4. Annie B. Flint,	2646.	16. Jennie S. Abbott,	2565.
5. Emma L. Cole,	2641.	17. Nathaniel A. Cutler,	2564.
6. Edith A. McLawlin,	2638.	18. M. Winnie Burt,	2556.
7. Arthur T. Boutwell,	2636.	19. Fannie Meldrum,	2553.
8. Mabel F. Smith,	2634.	20. Fred. H. Jones,	2550.
9. Nellie W. Battles,	2633.	21. Ida J. Holt,	2547.
10. Anna B. Abbott,	2623.	22. Agnes C. Morrison,	2536.
11. Addie F. Perkins,	2620.	23. Bessie M. Walker,	2524.
12. Dollie M. Farnum,	2619.	24. John A. Burt,	2519.

Maximum, 2720.

WINTER TERM.

1. Alice M. Gage,	3013.	14. Emma E. Gould,	2877.
2. Prosser H. Frye,	2998.	15. J. Ralph Farnum,	2876.
3. A. Ellicott Douglass,	2993.	16. Nathaniel A. Cutler,	2856.
4. Emma L. Cole,	2987.	17. Fred. H. Jones,	2852.
5. Annie B. Flint,	2976.	18. Fred. S. Boutwell,	2836.
6. Edith A. McLawlin,	2972.	19, 20. Jessie M. Campbell,	2835.
7. Nellie W. Battles,	2961.	19, 20. Agnes C. Morrison,	2835.
8. Mabel F. Smith,	2954.	21, 22. George M. Dean,	2832.
9. Arthur T. Boutwell,	2951.	21, 22. Sarah E. Haynes,	2832.
10. Mabel Paradise,	2929.	23. Anna B. Abbott,	2830.
11. Addie F. Perkins,	2909.	24, 25. Harry A. Ramsdell,	2829.
12. Jennie S. Abbott,	2899.	24, 25. Carrie L. Stott,	2829.
13. Louise B. Burnham,	2898.		

Maximum, 3040.

COURSE OF STUDY.

FIRST YEAR.

FIRST TERM.—Algebra, English Language, Latin.

SECOND TERM.—Algebra, English Language, Latin.

THIRD TERM.—Algebra, History, Latin.

SECOND YEAR.

FIRST TERM.—Geometry, History, Caesar.

SECOND TERM.—Geometry, History, Caesar.

THIRD TERM.—Geometry, Botany, Caesar.

THIRD YEAR.

FIRST TERM.—Trigonometry, Natural Philosophy, Virgil.

SECOND TERM.—Rhetoric, Natural Philosophy, Virgil.

THIRD TERM.—English Literature, Chemistry, French.

SENIOR YEAR.

FIRST TERM.—English Literature, Chemistry, French.

SECOND TERM.—Astronomy, French, Review of English Grammar, and Geography.

THIRD TERM.—Physiology, French, Review of Mathematics.

GENERAL EXERCISES.

Book-Keeping, Elocution, Composition, Drawing, and Vocal Music.

ORGANIZATION OF TRUSTEES OF PUNCHARD
FREE SCHOOL FOR 1884-85.

President, REV. MALCOLM DOUGLASS, D.D.

Visiting Committee :

Rev. Malcolm Douglass,

Rev. Austin H. Burr.

Samuel H. Boutwell

Prudential Committee :

Moses Foster,

George Gould,

George H. Poor.

Auditing Committee :

George Gould,

Edward Taylor,

Samuel H. Boutwell.

REPORT

OF THE

SCHOOL COMMITTEE

OF THE

TOWN OF ANDOVER,

FOR THE YEAR 1884-85.

ANDOVER:

PRINTED BY WARREN F. DRAPER.

1885.

REPORT.

THE Statute of the Commonwealth requiring the School Committee of each town to make an Annual Report, reads as follows: "The School Committee shall annually make a detailed report of the condition of the several public schools, which report shall contain such statements and suggestions in relation to the schools as the Committee deem necessary or proper to promote the interests thereof." In compliance with this Statute, your Committee hereby present their Annual Report.

In speaking of our schools, in general terms, we believe we can in strict justice report that the educational year just closed has been particularly prosperous and satisfactory. As a whole, our present corps of teachers are faithful and energetic in the discharge of their duties, most of our school buildings are in excellent condition of repair, regular school-work has suffered but little interruption from epidemics or contagious diseases, so often common among children, and few cases of flagrant insubordination have been brought to our notice. Circumstances beyond the control of the Committee, and sometimes even beyond the control of the teacher, will render some schools inferior to others. And while none, perhaps, reached the highest ideal in every respect of what a school should be, it has been the desire and aim of your Committee, as far as possible, to elevate the character of all, and to make them the channels of knowledge, usefulness, and happiness to the children of our town. A more detailed account of our schools in their respective localities, will be found in the following pages under their respective divisions.

SOME OBSTACLES. — In school matters, as in almost every other department of human toil and interest, the actual seldom if ever reaches the ideal. The picture of a school, which desire and imagination often paint, is seldom realized. Even among the best we find something to criticise. And while the schools of our town, we believe, will not suffer in comparison with those in other parts of the State, we are deeply sensible that all, more or less, are capable of improvement. There are evils that might to their great advantage be arrested, and obstacles to their higher usefulness that ought and can, to a certain extent, be removed. And among the obstacles that stand in the way of a more perfect state of things that we may briefly mention are :

1. IRREGULARITY OF ATTENDANCE. — It will be seen by the table of statistics, given on another page, that the average attendance in our schools of children between the ages of five and fifteen years is only about eighty per cent. This means the loss of twenty per cent of their time out of school during school hours, or the same as though one child out of every five remained away entirely from school. There are sometimes good reasons for the non-attendance of children at school, such as sickness and other sufficient causes. But there are times that children are allowed to remain at home when they ought, and might be at school. Thoughtless and indulgent parents are often disposed to gratify the desires of their children in this regard, on the ground that a few days absence from school can make but little difference in their studies. Nevertheless, it does make a serious difference. No child can remain out of school a single day without suffering a loss. The lessons of that day are passed over by his class, and he has not learned them. He therefore drops behind; and all other things being equal, he will always remain behind. Besides, these lessons that he lost being a necessary step to a clear understanding of those that follow, his future work is not only made more difficult, but the feeling that he is behind his class humiliates and discourages. This evil

of non-attendance also adds essentially to the labors of the teacher, by compelling her to repeat the same explanations and illustrations to the delinquent pupil which the day before she had given his class while he was absent. The same remarks may be applied to the habits of tardiness and getting dismissed. These are all evils of no small magnitude, and serious obstacles to the highest success of our schools. But they are evils that rest chiefly with parents to control and abate. It is for them to say whether their children shall be promptly and constantly at school to learn the regular lesson of the class, or whether they shall be allowed to absent themselves for the most trivial reason, thus dragging behind their companions, and acting as dead weights upon the whole school. And this may be a proper place to say what is not sufficiently understood by some parents, namely, that scholars who are out from three to six months to work in the mill, or for any other cause, cannot on returning to school enter the same class with which they were previously connected, for the plain reason that that class has advanced a long distance in their lessons, while the absent scholars have been correspondingly losing ground. The fitting place usually for such scholars when they return is in the next lower class.

2. DESULTORY AND SENSATIONAL READING.—This is another evil that interferes to no small extent with the highest success of our schools. Our land is literally flooded with books, periodicals, and papers, and affording, as many of them do, pleasure and excitement to the young, there is danger that they will occupy their time and attention to the exclusion of more valuable reading, and especially to the neglect of their school studies. This danger becomes too often a serious fact. The exciting library book or the sensational story of the paper, in too many cases, occupies the first place in their thoughts and the largest amount of their time, while the regular school-work correspondingly suffers,—the novel must be finished, and the lesson neglected. If this reading, so generally indulged in by our youth, served any practical pur-

pose, stimulated thought, informed the mind, or nourished moral principle, then a reasonable amount of it might serve as helps to school studies ; but it does nothing of this kind. Nine tenths of it is simply a form of intellectual dissipation, destructive to sound intellectual health, if not oftentimes to good morals, and indulged in to the extent that it is by many of the pupils of our schools, it is an impediment to their progress in the solid branches of education. It unfits the mind for that hard study and steady application essential to thorough mental discipline and good scholarship. It is true no book outside of the regular studies is allowed in the school-room. They may occupy the time and attention of the scholar at home ; nevertheless their influence upon the mind reaches the schoolroom and diverts the thought more or less from the work of the school, while it is destructive to all home study. It must be evident to all that a pupil whose mind is chiefly occupied with this kind of literature outside of his school studies, cannot be as proficient in these studies as he would were his entire attention given to them in school and out.

3. THE LACK OF PARENTAL CO-OPERATION.— This is another obstacle to the greater prosperity of our schools. The best books, teachers, and every other facility may be provided for the benefit of our children, but if there is no wholesome influence at home to direct and inspire these children to make a wise use of these advantages, they will signally fail of their purpose. In the experience of educators no fact is so well established than that the best scholars in behaviour and studiousness are those who find inspiration and encouragement at home. Parents can materially aid the teacher in her work by visiting the school, by acquainting the teacher with the peculiar needs of their children, by co-operation in the maintenance of good order, and by encouraging in their children habits of application and diligence. By this mutual understanding and co-operation between parents and teachers we are satisfied our schools could be made more useful and

efficient. It is a want of this, and sometimes a direct and unfriendly opposition on the part of parents to the best efforts of the teachers, that forms no small obstacle to their highest success.

COMPARATIVE SCHOOL STATISTICS.—It may be of some interest to know the position that Andover, compared with other towns, occupies in regard to the subject of education in our public schools. For this purpose the following table of statistics has been prepared, showing its standing in this respect.

	In whole State.	Town of Andover.
Sum of money appropriated to each Scholar,	\$15.02	\$11.21
Percentage of valuation appropriated to public schools,	0.002-93	0.002-87
Average wages of female teachers per month,	41.90	37.29
Average attendance,	73.47	80.87

In the whole State there are 345 towns and cities. Among these Andover stands No. 111 in regard to the amount of money raised for the support of public schools according to the valuation of property. Respecting the wages of teachers, it is but just to say, that there are only three counties in the State that pay higher wages than Andover, while there are nine counties that pay less.

It is a significant, and from some points of view a serious fact, that in the year 1856 there were in the town of Andover 926 children between the ages of five and fifteen years. In 1884, twenty-eight years later, there were only 847 children of that age, while the general population has increased. In some of the outlying districts where at that time the school-houses were crowded with scholars, there are now comparatively few. So small, indeed, is the number that it is a question whether it would not be for the interests of the town, as well as for the scholars themselves, to unite some of these districts, and furnish conveyance at the expense of the town to and from the schools, for such scholars as live at a remote distance.

SCHOOL-BOOKS. — The new statute requiring towns to furnish scholars with all necessary school-books and stationery went into effect at the beginning of last Fall Term. The time of its action already elapsed has been so short, that it must still be regarded in the light of an experiment, and it would hardly be just to approve or condemn it without further trial. For one special reason, however, without naming many others, your Committee have believed that scholars should own the school-books they use; and this is, that they are needed at home for study and reference as well as at school. One thing at least, may be said in favor of the new law, that under its action no scholar is ever without a school-book and proper equipment for school-work, a state of things devoutly to be wished, but which did not exist under the old system. Your Committee have established in the Town Hall a central depository for all school-books and stationery used in the public schools of the town, and have appointed George A. Putnam to the care and distribution of the same.

VOCAL MUSIC. — This interesting branch of study has been under the care of Mr. Edward Butterworth. He spends thirty minutes in each school in town every week. In his report of his year's work to the Committee, he says: "I have visited schools with the Music teacher in Lawrence, Haverhill, Lynn, and Boston, and can say for the short time that music has been taught in the Andover schools, that they compare favorably with the above-named." Those schools that deserve particular mention for the proficiency attained in this study, he reports, are the Bailey, Scotland, Frye Village Intermediate, Centre Second Primary, Abbot Village, and Ballard Vale Intermediate. It is but just to say, however, that those schools which generally excel in this department are those where the regular teacher is a singer, and takes an interest in the work.

TRUANCY. — We are happy to report that this evil seems to be diminishing. Comparatively few cases have come to the

knowledge of the Committee during the year. Richard M. Abbott and Patrick Daley have been appointed truant officers for the ensuing year, and teachers are requested to report at once to either of these officers when they have reason to suspect any pupil guilty of this offence.

PROPRIETORS' FUND. — This fund was originally derived from the sale of Proprietors' lands in the town of Andover, which consisted of sundry pieces of land in different parts of the town not set off to the original settlers, nor included in sales to purchasers of estates, and which remained in the hands of the original Proprietors of the town and their successors. These parcels of land were sold by the town Proprietors, and as appears by the records, the proceeds of the sales in the year 1801 amounted to \$1749.00. This money was divided equally between the North and South Parishes; and an act of incorporation from the Legislature placed it in the hands of Trustees to be devoted to educational purposes. For many years the income was equally divided among the twelve school districts of the town. But since the district system has been abolished it has been placed in the hands of the School Board, to be used at their discretion. Of the income of this fund \$56.47 have been expended the past year for School-books, Charts, and Stationery for the use of the schools. The amount of interest now on hand is \$300.32, and is deposited in the Andover Savings Bank.

STATISTICAL TABLES. — We would, in closing, call the attention of parents to the Roll of Honor of attendance, and valuable Statistical Tables in this Report, which give important information concerning the membership, attendance, etc., of our public schools.

CENTRAL GRAMMAR, SOUTH CENTRE, AND VILLAGE SCHOOLS.

The Central Grammar School has, as for many years past, been under the instruction and management of Miss M. A. Whitehouse. While the general oversight and care of the whole school, which is divided into three classes, is placed in her hands, the first and most advanced class is especially under her teaching. This class the past year, though smaller than usual, is good in quality, and gives evidence as a whole of the usual thorough scholarship and marked ability of its teacher. Her watchful care over the school property and children between the school sessions deserves special mention, and should receive the gratitude of the parents as it does the approbation of the Committee. Towards the close of the Winter term she was compelled by sickness to suspend her labors for a few weeks; during this time Mr. Daniel T. Torrey acted as substitute. The Second Class in this school is under the teaching of Miss Mary E. Woodbridge, whose pains-taking efforts for the advancement of her pupils is worthy of all praise. The work of the schoolroom is methodical, and the discipline strict. In the study of Arithmetic the last year's work was an improvement. The Third class of this school is under the care of Miss Carrie E. Berry. This class has been large, with certain chaotic elements; but the tact and energy of the teacher has been equal to the demand. Under the circumstances we take pleasure in reporting her labors as successful, and the progress of her pupils generally good.

The First Intermediate was during the Spring term under the charge of Miss Annie L. Locke, who for many years has been a devoted teacher in our town; but owing to failing health was compelled to ask a release from her duties until she was able to assume them under better physical conditions. Miss Amy F. Battles was called to fill her place; she has proved herself a decidedly competent and successful teacher. While her experience as a teacher is comparatively short, she has shown qualities eminently fitted for the work.

The Second Intermediate has been under the charge of Miss Ella F. Merrill, as in former years. Miss Merrill is one of our faithful working teachers, devotedly interested in the progress of her scholars, and labors assiduously for their welfare and improvement; and the results of this interest and devotion are seen in the marked advancement they make in their studies.

The Second Primary, under the care of Miss Abby A. Richardson, so favorably reported in former years, has not only maintained its usual standard of excellence, but has taken one step higher, particularly in the matter of singing. Miss Richardson has the faculty of making the lessons assigned to her pupils a delight rather than a task. It is a pleasure to witness the gradual growth and unfolding of these little human blossoms under the light and warmth of the teacher's happy methods and influence. Much credit is also due to the interest taken in her work, and the efficient aid rendered by her assistant, Miss Hattie E. Harnden.

The First Primary has been taught during the year by Miss H. Maria Richardson, the health of Miss Sarah F. Jones, the regular teacher, not having sufficiently recovered to assume the charge. Miss Richardson has labored with conscientious fidelity and zeal in the discharge of her duties, and her diligence has borne excellent results. The classes in Arithmetic deserve particular mention.

The Village Primary has enjoyed the faithful services of Miss Mary E. Carter. We have had occasion in the past to speak in terms of praise of this school. In the present instance we have no different report to make; it is one of our best schools. The methods of the teacher is such that the schoolroom is made attractive to her pupils, and good order is secured by the law of kindness and the enthusiasm of study.

The Village Intermediate has been under the care of Miss Mary A. Copeland. This has in times past been considered a difficult school; but we are happy to report its condition more hopeful and satisfactory. The scholars are generally,

under the wise management of the teacher, orderly, studious, and well disposed. We also take pleasure in saying that there has been within the last few years a steady improvement in the conduct of the children of this village out of school. This favorable change we believe is due, in no small measure, to the good influence exerted through the instruction and discipline of the public schools of this village.

SOUTH SCHOOLS.

The scholars attending the several schools in this part of the town have made good improvement; as a result the schools have been successful and profitable. The Ballard Vale schools, having had better advantages, have accomplished more as regards first-class school-work than in any year since our connection with them. The employing of an assistant in the Primary department has enabled us to overcome many obstacles that have hitherto been a serious hindrance to the proper grading, and through which their usefulness has to a great extent suffered. The Grammar grade is now what its name implies; and it has given to those who have attended a better chance to improve than they have had in this school before. If more has been required of the scholars, it has been because they were capable of doing more; and the best evidence we can have of Miss Jaquith's faithful services is the standing of the school at the present time.

The Intermediate is the only school between the Primary and Grammar, and partakes a little of the nature of both. It has been hard work for a teacher in years past to bring any one class to a very high state of perfection; but during this year it has changed in many respects, and all the scholars at the present time are qualified for the grade. There will be at the proper time quite a large class well fitted to enter the Grammar, and the other classes are farther advanced than usual at this time. Miss Pasho resigned at the close of the Fall term, after having filled the position of teacher very acceptably for seven years. Miss Caroline T. Manning was

elected her successor. We have thus far been highly pleased with her method of teaching, and the schools have not suffered as is usually the case when teachers are changed.

We have always been able to give the Primary a favorable report. It has, as we stated last year, been too large for one teacher for some time, and as the number continued to increase we employed an assistant, who has occupied the room adjacent to the Primary, and it is in progress at this time. Miss Clemons, the assistant, has had very good success so far, and appears to be well adapted to the trying position. Miss Browne has been relieved of about forty scholars, which leaves a much better chance for the older ones in the room. A visit to these schools will convince any one that they required the extra outlay, and that nothing has been done but what a proper regard for the welfare of the scholars demanded.

We have considered the Scotland to be one of our best schools for several years, and have had no reason to change our opinion. Miss Carter understands the requirements of the school, and adopts such methods as will produce the best result. The examination was the best we attended, and we certainly feel pleased that so many of the parents were present that day.

The Holt is somewhat smaller than usual, and if we may judge by the vacant houses in the district, it will remain so for some time. Miss Erving taught the Spring term with her usual good success, but after commencing the Fall term was obliged to resign on account of ill-health. In retiring she has the satisfaction of leaving it in good condition, and in good hands. Miss Mary E. Holt, a resident of the district, was employed to finish the term, and was subsequently elected as teacher. We commend her mode of teaching, and consider she has done well in keeping the school up to its usual high standard.

We are able to report progress and improvement in the Phillips. The attendance has been better, and more interest taken. The scholars have improved very much in reading and spelling, and one class in Geography has made com-

mendable progress. Miss Holt has labored faithfully in the schoolroom, and she deserves our sincere thanks for the good behavior of the scholars about the premises. We have had no occasion to repair any damage to the building during the year.

WEST PARISH SCHOOLS.

Of the schools in the West Parish there can be stated nothing that is specially striking, or differing essentially from what in a healthy condition of things must necessarily enter into a report of rural schools in this town. This statement implies that they have enjoyed the uninterrupted services of the same efficient teachers during the entire year; that there has been, in the main, cheerful and hearty co-operation on the part of parents in the interest of the schools; that to no great extent has prevailing sickness broken or decimated their ranks, two only having suffered from such cause, and those in a limited degree; that the scholars generally, have been interested and faithful in their attendance, making the schools of this section rank higher, as a body, than either of the remaining — South or Centre. One cannot fail, however, in looking over the registers for the past year for either section, to notice the failure of individual families in this respect, and how greatly their neglect detracts from the fair record that might otherwise be given. We commend to such, a careful perusal of our Chairman's remarks touching this matter, on a preceding page of this Report.

The schoolroom of the Frye Senior has been in a measure reconstructed. The removal of the large and unnecessary platforms made room for a less condensed and more unique arrangement of the desks than it was possible otherwise to obtain. New furniture newly arranged, gave to the room an attractiveness and convenience which was evidently appreciated by both teacher and scholars. This is the banner school in point of attendance, the average percent being larger than in any other.

The Primary Department of this school ranks fourth in this respect. The untiring zeal, and faithful, conscientious labor

of the teachers in both departments, is reciprocated in a good degree by the scholars in each. The enthusiasm of the juveniles is really contagious, and we invite all parents desiring an hours recreation to visit their children in this school. Of the singing in the Senior, our Music teacher in his report to the Committee says: "If there is one school in town where the scholars enjoy singing, it is this; and that is not all, they sing well."

Of the much that has been said in the past commendatory of the teacher at the West Centre, there needs no detraction therefrom. One on entering the room cannot fail to notice the cheerful atmosphere, and the free and apparently unconstrained quietude prevalent therein. And should an hour be spent in listening to the recitations, and especially the reading of the little ones, rendered with so much naturalness and grace, the visitor would feel that some of the gems of the town were found in this school.

The Osgood is one which has suffered in successive instances from the ravages of scarlet fever, so malignant in its type as to strike terror to the hearts of all parents. The school became thereby greatly depleted in numbers, and was for a time necessarily suspended. The Winter term of this school was marked by a class of six over fifteen years of age. At their request, and for their benefit, the study of Book-keeping was taken, and seldom is greater interest manifested in any study than by that class in its pursuit. Their blank-books were praiseworthy for neatness and correctness. Many of these scholars find in these mixed schools their only opportunity for obtaining an education; and while the additional labor of such a study may not be imposed upon a teacher, we can but commend the interest on her part in the welfare of all the school which leads to the cheerful assumption of such labor without the neglect of other duties. The presence of thirty-eight parents and friends at the closing examination, making a total of fifty-six visitors during the term, testifies to the interest felt by them.

Miss Fannie Hardy is still retained in the Bailey. What

more can be said than hath already been of her faithful, unselfish, and efficient labors in this school. A thoroughness, promptness, finish, and assurance characterize the recitations of every grade. Slight departures from mechanical routine give zest, zeal, and rest to older and younger alike. Geographical travels, as given at the examination, were illustrative.

The Abbott, never too large, has given one of its number to the Punchard, two others hoping also to enter soon. While we regret to lose them from our few, we rejoice in the fitness by which they may go higher. Miss Martha Manning has been in charge for the entire year, laboring assiduously to obtain the confidence and affection, and for the advancement of her pupils. She evidently has succeeded in the former, and each examination beareth increased testimony to her efforts in the latter aim. This room has also undergone somewhat extended repairs. The floor had become open as the timbers decayed, rendering the room cold and uncomfortable even to the detriment of health. The desks were sadly mutilated, being brought in this condition from one of the rooms in the centre of the town. A vigorous application of saw, plane, and shellac, and replacing on a new, firm floor, imparted to the room an air of neatness and comfort gratifying to all.

The North is another sufferer by scarlet fever. Nearly half of the scholars were kept from school during the first term by this much dreaded disease. Being and bearing are as essential in this school as doing and wearing. These virtues have been attained in good degree by teacher and scholar; but all can see how difficult it must be with numbers so few, to attain to any height of enthusiasm. We trust, however, that, in the natural order of things, even the present management may soon find their structure much too strait for the accommodation of all who may seek instruction within its walls.

VARNUM LINCOLN,
FELIX G. HAYNES,
E. FRANCIS HOLT,

SCHOOL COMMITTEE.

APPENDIX.

SCHOOL STATISTICS.

CENTRAL GRAMMAR.

	1st Term.	2d Term.	3d Term.
Length of School, in days,	65	59	65
Whole number of scholars,	93	108	106
Over 15 years,	8	7	9
Between 8 and 14 years,	63	91	79
Neither absent nor tardy,	20	32	13
Number of visitors,	20	20	23

SOUTH CENTRE.

FIRST INTERMEDIATE DEPARTMENT.

Length of School, in days,	65	60	65
Whole number of scholars,	41	42	41
Over 15 years,	0	1	1
Between 8 and 14 years,	41	39	37
Neither absent nor tardy,	8	7	4
Number of visitors,	9	10	16

SECOND INTERMEDIATE.

Length of School, in days,	65	60	65
Whole number of scholars,	40	40	39
Over 15 years,	0	0	0
Between 8 and 14 years,	38	39	39
Neither absent nor tardy,	9	11	7
Number of visitors,	11	15	17

FIRST PRIMARY.

Length of School, in days,	65	60	65
Whole number of scholars,	51	44	46
Over 15 years,	0	0	0
Between 8 and 14 years,	49	36	38
Neither absent nor tardy,	20	13	9
Number of visitors,	34	33	22

SECOND PRIMARY.

	1st Term.	2d Term.	3d Term
Length of School, in days,	65	60	65
Whole number of scholars,	96	68	64
Under 5 years,	1	1	0
Between 8 and 14 years,	22	14	16
Neither absent nor tardy,	7	12	3
Number of visitors,	35	30	30

ABBOTT VILLAGE.

INTERMEDIATE.

Length of School, in days,	65	60	65
Whole number of scholars,	38	40	46
Over 15 years,	0	0	0
Between 8 and 14 years,	35	39	35
Neither absent nor tardy,	2	5	4
Number of visitors,	6	18	6

PRIMARY.

Length of School, in days,	65	60	65
Whole number of scholars,	47	44	45
Under 5 years,	0	1	0
Between 8 and 14 years,	11	3	3
Neither absent nor tardy,	6	11	1
Number of visitors,	18	13	5

PHILLIPS.

Length of School, in days,	64	60	65
Whole number of scholars,	27	25	25
Under 5 years,	1	0	0
Between 8 and 14 years,	16	12	15
Neither absent nor tardy,	3	5	2
Number of visitors,	11	13	12

HOLT.

Length of School, in days,	64	60	64
Whole number of scholars,	28	23	22
Over 15 years,	0	0	1
Between 8 and 14 years,	20	18	18
Neither absent nor tardy,		3	0
Number of visitors,	15	15	15

SCOTLAND.

	1st Term.	2d Term.	3d Term.
Length of School, in days,	65	60	65
Whole number of scholars,	25	24	22
Over 15 years,	2	1	2
Between 8 and 14 years,	13	13	13
Neither absent nor tardy,	10	13	1
Number of visitors,	13	15	16

BALLARD VALE.

SENIOR.

Length of School, in days,	64	59	64
Whole number of scholars,	36	36	36
Over 15 years,	1	0	0
Between 8 and 14 years,	35	26	21
Neither absent nor tardy,	9	3	2
Number of visitors,	23	9	23

INTERMEDIATE.

Length of School, in days,	64	59	65
Whole number of scholars,	40	35	40
Over 15 years,	1	1	1
Between 8 and 14 years,	39	34	39
Neither absent nor tardy,	0	8	0
Number of visitors,	12	10	16

PRIMARY.

Length of School, in days,	65	60	65
Whole number of scholars,	64	74	74
Under 5 years,	1	0	0
Between 8 and 14 years,	23	24	27
Neither absent nor tardy,	2	14	4
Number of visitors,	21	6	14

FRYE.

INTERMEDIATE.

Length of School, in days,	64	59	64
Whole number of scholars,	36	40	40
Over 15 years,	0	0	0
Between 8 and 14 years,	36	40	40
Neither absent nor tardy,	9	9	4
Number of visitors,	7	15	11

PRIMARY.

Length of School, in days,	65	60	64
Whole number of scholars,	50	51	49
Under 5 years,	1	0	0
Between 8 and 14 years,	22	21	22
Neither absent nor tardy,	6	8	9
Number of visitors,	15	15	18

WEST CENTRE.

	1st Term.	2d Term.	3d Term.
Length of School, in days,	65	60	65
Whole number of scholars,	34	36	36
Under 5 years,	0	1	1
Between 8 and 14 years,	20	17	21
Neither absent nor tardy,	6	9	4
Number of visitors,	12	15	8

OSGOOD.

Length of School, in days,	65	57	65
Whole number of scholars,	27	29	30
Under 5 years,	0	1	1
Over 15 years,	2	0	6
Between 8 and 14 years,	14	14	13
Neither absent nor tardy,	3	0	0
Number of visitors,	22	13	23

BAILEY.

Length of School, in days,	65	60	65
Whole number of scholars,	15	14	14
Over 15 years,	0	0	0
Between 8 and 14 years,	11	9	10
Neither absent nor tardy,	7	5	3
Number of visitors,	7	4	9

ABBOTT.

Length of School, in days,	65	60	65
Whole number of scholars,	18	13	12
Over 15 years,	0	1	1
Between 8 and 14 years,	11	3	3
Neither absent nor tardy,	4	2	1
Number of visitors,	17	9	11

NORTH.

Length of School, in days,	65	60	65
Whole number of scholars,	5	8	8
Over 15 years,	0	1	0
Between 8 and 14 years,	4	5	5
Neither absent nor tardy,	0	0	2
Number of visitors,	7	7	3

PUPILS WHO HAVE NOT BEEN ABSENT OR TARDY IN THE SEVERAL TERMS.

GRAMMAR SCHOOL.

FIRST TERM. — Louis A. Dane, John J. Driscoll, John O'Brien, Alice C. Dean, Maggie Murphy, Ethel L. Warren, Fred. D. Hayward, John V. Holt, Florence I. Abbott, Annie I. Buchan, Mary A. Hurley, Sarah Burke, Effie Duval, Annie Nolan, Katie O'Brien, Grace Rea, Josie E. Stalbird.

SECOND TERM. — Florence I. Abbott, Annie I. Buchan, Alice C. Dean, Mary A. Hurley, Mary McManus, Maude Randall, Effie W. Smith, Willie Crowley, Timothy Collins, Arthur Cummings, Lyall H. Coulie, Fred. M. Hayward, John V. Holt, Clement Kintz, Richard Keefe, Edward Scott, Katie A. Cullinane, Hattie L. Dean, Maggie A. McIsaac, Annie G. Nolan, John A. Doherty, Martin F. Nolan, Ella Bodwell, Julia Cullinane, Blanche Cummings, Mary Doherty, Isabella Graham, Bertha Manning, Alice Nolan, Jennie Piddington, Mary Souter, Sarah Burke, Charles B. Baldwin.

THIRD TERM. — Florence I. Abbott, Alice C. Dean, Arthur G. Cummings, Fred. H. Hayward, Edward Scott, Ida Davis, Mary Doherty, Charles B. Baldwin, Jerry Driscoll, John Leary, Michael Sullivan, Lulu E. Hardy, John Doherty.

SOUTH CENTRE.

FIRST INTERMEDIATE DEPARTMENT.

FIRST TERM. — George Blood, Charles B. Baldwin, John A. Cullinane, Jerry A. Driscoll, Lulu E. Hardy, Walter D. Makepeace, Robert Robinson, Percy S. Roberts.

SECOND TERM. — Myra J. Bodwell, Maude M. Cole, Leigh Carter, Arthur F. Frame, Nellie C. Hayward, Joseph McKenzie, Percy S. Roberts.

THIRD TERM. — Myra J. Bodwell, Walter K. Clark, Nellie C. Hayward, Atherton R. Ramsdell.

SECOND INTERMEDIATE.

FIRST TERM. — Margaret L. Abbott, Myra J. Bodwell, Albert G. Farnum, Arthur F. Frame, Fred. B. Goff, Nellie C. Hayward, Minnie J. Moynihan, Willie T. Rea, Atherton R. Ramsdell.

SECOND TERM. — A. Mabel Bradley, Flora P. Balch, Nellie Crowley,

Frank L. Cole, Marion L. Holt, J. Watson Manning, Willie T. Rea, Gertrude A. Roberts, Walter Rhodes, Patrick A. Sullivan, Richard C. White.

THIRD TERM. — A. Mabel Bradley, Florence Chandler, Frank L. Cole, Mary E. Donovan, Thomas Madden, George H. Putnam, Gertrude A. Roberts.

FIRST PRIMARY.

FIRST TERM. — A. Mabel Bradley, Florence Chandler, Adel H. Duval, Mary E. Donovan, Mary B. Mowat, Daniel Moynihan, Walter Rhodes, Gertrude A. Roberts, Helen E. Marland, John Angus, Charles H. Eames, John H. Flint, J. W. Manning, Mabel Robinson, Richard C. White, Willie McCarty, Daniel Driscoll, E. J. Boone, Charles Boone, Frank L. Cole.

SECOND TERM. — John Angus, Ralph B. Clement, William McCarty, Thomas Madden, Agnes C. Smith, Charles W. Richardson, Alice G. Bradley, Hannah Cullinane, Annie Driscoll, Willie Cleary, Willie L. Gillespie, Della Remmes, Laura W. White.

THIRD TERM. — Agnes C. Smith, James R. Chandler, Mary McCrory, Della Remmes, Annie Driscoll, Willie L. Gillespie, Ambrose McKenzie, Walter E. Wood, Alice G. Bradley.

SECOND PRIMARY.

FIRST TERM. — Hannah Cullinane, Fred. W. Howarth, Maggie W. Mowat, Joseph McCarthy, Louise Robertson, Agnes C. Smith, Edna L. Smith.

SECOND TERM. — Fred. J. Minor, Martha McCrory, James G. Putnam, Arthur S. Roberts, Belle F. Angus, Horace C. Bodwell, Harry W. Burt, Walter B. Holt, Jean G. Jackson, Arthur R. Jackson, Alexander Gillespie, Fred. W. Howarth.

THIRD TERM. — Arthur S. Roberts, Walter B. Holt. Fred. W. Howarth has not been absent or tardy for two years.

ABBOTT VILLAGE.

INTERMEDIATE DEPARTMENT.

FIRST TERM. — None.

SECOND TERM. — Susan S. Burke, William M. Coutts, Thomas M. Lunan, James C. Lowe, James Souter.

THIRD TERM. — Lizzie M. Greig, Alice E. Kelley, Timothy Mahoney.

PRIMARY.

FIRST TERM. — Mary Dick, Lizzie Lamont, Laura Stark, William Coutts, Alexander Dick, Henry Hilton.

SECOND TERM. — Alice Coutts, Clara Barnard, Marcetta Doyle, Lizzie Lamont, Mabel Lawson, Mary Moody, Olive Wakefield, Bernard Doyle, Alexander Dick, Henry Hilton, Alex Dick.

THIRD TERM. — Alex Dick.

PHILLIPS.

FIRST TERM. — Bertha Higgins, Gracie Higgins, Timlin Dow.

SECOND TERM. — Robert Carter, Gracie Higgins, Bertha Higgins, Pierre Shevlin.

THIRD TERM. — Bertha Higgins, Gracie Higgins.

HOLT.

FIRST TERM. — Grace M. Abbott, James A. Dole, Georgie Taylor, Lizzie Ephraim.

SECOND TERM. — James A. Dole, Nellie Donovan, Irving Moulton.

THIRD TERM. — None.

SCOTLAND.

FIRST TERM. — Ella Holt, Florence B. Holt, Harry F. Holt, Alice M. Hinton, George H. Jones, Walter Buxton, Andrew M. Scott, Maude Thomas, Willie Thomas, Lucy C. Mason.

SECOND TERM. — Alice M. Hinton, Edward R. Hinton, Harry F. Holt, Ella Holt, Florence B. Holt, Willie Thomas, Maude Thomas, George A. Jones, Mabel Jones, Carrie McIntyre, Mary McIntyre, Nellie E. Russell, Parker W. Shattuck.

THIRD TERM. — Fred. A. Gould.

BALLARD VALE.

SENIOR DEPARTMENT.

FIRST TERM. — John Burns, Annie Conway, Maggie Horan, Harry Lowe, Northey Marland, Eddie Miller, Edwin Moody, Henry Riley, Addie Russell.

SECOND TERM. — Carrie Hayward, Ada Mears, Henry Riley.

THIRD TERM. — Willard Ashworth, Henry Riley.

INTERMEDIATE DEPARTMENT.

FIRST TERM. — None

SECOND TERM. — Dennis Donovan, Clara Gelineau, Pauline Lochner, Chester Matthews, Willie O'Donnell, Maude Ross, Alice Ross, Ellen Turner.

THIRD TERM. — None.

PRIMARY.

FIRST TERM. — Willie Adams, Mary Adams.

SECOND TERM. — Willie Adams, Mary Adams, David Burns, Daniel Burns, Maggie Conway, Jerry Daley, Eddie Haynes, Eddie Hartigan, Frank Herrick, Katie Horan, Dellie Haynes, Joseph Oldroyd, Katie O'Donnell, Willie Matthews.

THIRD TERM. — Willie Adams, David Burns, Daniel Burns, Katie O'Donnell.

FRYE VILLAGE.

INTERMEDIATE DEPARTMENT.

FIRST TERM. — May Bentley, Stewart Bell, John Birnie, Otis Birnie, Annie Brooks, Marie Campbell, Fred. Dodson, Mansfield Meston, Lizzie Soutar.

SECOND TERM. — Charles Bell, Stewart Bell, John Birnie, Otis Birnie, Marie Campbell, Andrew Dodson, Eddie Hussey, Mansfield Meston, Mary Sullivan.

THIRD TERM. — Marie Campbell, Eddie Hussey, Michael Phillips, Ethel Stott.

PRIMARY.

FIRST TERM. — William S. Bentley, Maggie Phillips, Michael Phillips, John Robinson, Lavinia Robinson, Emanuel Rollins.

SECOND TERM. — Maggie Hayes, Timothy Hayes, Alice Dodson, Emanuel Rollins, Lavinia Robinson, James Soutar, Clara Knibbs, Bella Hanput.

THIRD TERM. — John Barrett, Maggie Hayes, Timothy Hayes, George M. May, James Soutar, Albert May, William Barrett, Annie Soutar, Lewis Hatch.

WEST CENTRE.

FIRST TERM. — Florence A. Burt, Gertrude A. Burt, Grace L. Burt, Gertrude E. Holt, George G. Phelps, Ralph W. Trow.

SECOND TERM. — Charles L. Burr, Mabel H. Burr, Gertrude A. Burt, Grace L. Burt, Grace W. Cutler, Gertrude E. Holt, Timothy Murphy, Emma M. Phelps, George G. Phelps.

THIRD TERM. — Gertrude A. Burt, Jessie R. Haigh, Timothy Murphy, George G. Phelps.

OSGOOD.

FIRST TERM. — M. Stella Flint, Laura J. Lovejoy, Eddie S. Moulton.

SECOND TERM. — None.

THIRD TERM. — None.

BAILEY.

FIRST TERM. — Adella M. Boutwell, Anna Boutwell, Hattie L. Boutwell, Josie S. Boutwell, Alice M. Edwards, Emma G. Edwards, Mary B. Edwards.

SECOND TERM. — Anna Boutwell, Hattie L. Boutwell, Josie S. Boutwell, Minnie Edwards, Arthur Hardy.

THIRD TERM. — Adella M. Boutwell, Anna Boutwell, Josie S. Boutwell.

ABBOTT.

FIRST TERM. — Anna M. Bailey, Lilla A. Abbott, Lizzie Fitzgerald, Alice Fitzgerald.

SECOND TERM. — Alma R. Bailey, Katie Fitzgerald.

THIRD TERM. — Lizzie Fitzgerald.

NORTH.

FIRST TERM. — None.

SECOND TERM. — None.

THIRD TERM. — Annie Crowley, John Crowley.

TABULAR STATEMENT.

SCHOOLS.	TEACHERS.	Number of Terms.	Salary per Week.
CENTRAL GRAMMAR :	M. Abby Whitehouse (Prin.), -	3	\$20 00
2d Department :	Mary F. Woodbridge, - - - -	3	9 00
3d Department :	Carrie E. Berry, - - - - -	3	9 00
SOUTH CENTRE,			
1st Intermediate :	Annie L. Locke, - - - - -	1	9 00
	Amy F. Battles, - - - - -	2	9 00
2d Intermediate :	Ella F. Merrill, - - - - -	3	9 00
1st Primary :	H. Maria Richardson, - - - -	3	9 00
2d Primary :	Abbie A. Richardson, - - - -	3	9 00
	Hattie E. Harnden (Assist.), -	{ 1	4 00
		{ 2	6 00
ABBOTT VILLAGE,			
Intermediate :	Mary A. Copeland, - - - - -	3	9 00
Primary :	Mary E. Carter, - - - - -	3	9 00
PHILLIPS :	Etta Holt, - - - - -	3	9 00
HOLT :	Hattie L. Erving, - - - - -	2	9 00
	Mary E. Holt, - - - - -	1	9 00
SCOTLAND :	Susan R. Carter, - - - - -	3	9 00
BALLARD VALE,			
Senior :	M. Alice Jaquith, - - - - -	3	9 00
Intermediate :	Lizzie A. Pasho, - - - - -	2	9 00
	Caroline T. Manning, - - - -	1	9 00
Primary :	Mary F. Browne, - - - - -	3	9 00
	Annie O. S. Clemons (Assist.), -	3	6 00
FRYE VILLAGE,			
Intermediate :	Jennie H. Greaves, - - - - -	3	9 00
Primary :	Mattie A. Jones, - - - - -	3	9 00
WEST CENTRE :	Hannah R. Bailey, - - - - -	3	9 00
OSGOOD :	Mary E. Manning, - - - - -	3	9 00
BAILEY :	Fannie A. Hardy, - - - - -	3	9 00
ABBOTT :	Martha A. Manning, - - - -	{ 2	8 10
		{ 1	9 00
NORTH :	Emma L. Ward, - - - - -	{ 2	8 10
		{ 1	9 00
MUSIC TEACHER,	Edward Butterworth, - - - -	3	9 00

AVERAGE MEMBERSHIP AND

SCHOOLS.	Per cent. of Attendance for the Year.	AVERAGE
CENTRAL GRAMMAR :	95.05	Membership, - - - - - Attendance, - - - - -
SO. CENTRE, 1st Intermediate :	91.2	Membership, - - - - - Attendance, - - - - -
2d Intermediate :	90.5	Membership, - - - - - Attendance, - - - - -
1st Primary :	93.5	Membership, - - - - - Attendance, - - - - -
2d Primary :	90.9	Membership, - - - - - Attendance, - - - - -
ABBOTT VILLAGE, Intermediate :	91.8	Membership, - - - - - Attendance, - - - - -
Primary :	90.2	Membership, - - - - - Attendance, - - - - -
PHILLIPS :	89.2	Membership, - - - - - Attendance, - - - - -
HOLT :	83.1	Membership, - - - - - Attendance, - - - - -
SCOTLAND :	94.5	Membership, - - - - - Attendance, - - - - -
BALLARD VALE, Senior :	89.5	Membership, - - - - - Attendance, - - - - -
Intermediate :	89.1	Membership, - - - - - Attendance, - - - - -
Primary :	87.8	Membership, - - - - - Attendance, - - - - -
FRYE VILLAGE, Intermediate :	96.2	Membership, - - - - - Attendance, - - - - -
Primary :	94.8	Membership, - - - - - Attendance, - - - - -
WEST CENTRE :	90.5	Membership, - - - - - Attendance, - - - - -
OSGOOD :	83.85	Membership, - - - - - Attendance, - - - - -
BAILEY :	95.4	Membership, - - - - - Attendance, - - - - -
ABBOTT :	90.3	Membership, - - - - - Attendance, - - - - -
NORTH :	90.3	Membership, - - - - - Attendance, - - - - -
Total Average,	90.885	

ATTENDANCE OF SCHOLARS.

MONTH.

1st.	2d.	3d.	4th.	5th.	6th.	7th.	8th.	9th.
90.03	87.	83.2	108.	105.4	102.85	104.4	105.	102.5
85.35	82.65	79.	105.8	100.23	98.13	97.4	99.4	96.6
38.5	36.25	35.	39.85	40.	39.	38.25	39.5	39.20
37.03	34.33	32.42	37.35	36.45	33.83	33.87	35.5	34.14
36.55	37.7	35.	39.75	35.7	34.	37.4	35.8	35.28
34.45	35.8	31.85	39.05	34.35	31.7	35.2	30.9	32.88
44.8	48.	49.	42.75	44.	42.	40.55	42.6	45.4
44.7	44.85	47.15	41.49	40.25	39.4	37.8	37.6	40.55
80.1	88.86	87.45	58.88	59.55	59.	58.75	57.25	53.62
74.8	83.14	80.	53.33	54.73	54.75	52.58	47.10	48.2
38.	35.37	33.68	35.85	37.75	37.	35.42	35.	35.
35.13	31.87	31.31	34.25	34.75	32.13	33.61	31.43	31.38
46.65	46.	45.6	43.	43.73	44.	45.	44.5	44.
43.47	42.24	43.06	41.37	24.84	41.63	40.18	34.42	37.34
26.	24.	22.20	23.50	23.	23.50	22.95	22.25	19.50
23.15	21.20	19.20	22.40	21.70	22.	20.30	18.	16.50
20.45	25.85	25.56	16.58	20.73	22.	24.05	14.45	16.18
17.73	23.50	22.76	15.15	17.75	18.28	21.10	8.15	9.48
22.55	23.65	24.88	22.	23.25	24.	21.	21.	21.
21.80	22.93	24.04	21.20	22.48	23.53	18.88	18.55	18.90
34.75	31.85	24.25	23.	21.85	22.	19.1	19.5	19.4
32.15	28.45	21.85	22.15	20.55	20.55	15.1	18.2	17.86
36.25	38.75	32.8	30.5	32.5	34.	35.7	36.7	34.48
32.65	31.85	28.11	29.	31.2	32.15	31.63	31.45	29.52
54.2	59.	53.	69.7	70.	69.2	72.	66.	66.4
45.7	49.9	45.	65.6	63.3	63.1	63.9	56.3	56.3
35.57	35.	35.	39.75	40.	38.4	37.	39.	38.
34.37	33.8	33.8	38.73	38.5	37.05	35.38	35.45	35.8
43.9	46.75	42.52	48.05	49.75	50.	47.7	46.	46.
42.83	43.50	41.50	47.25	48.68	47.75	44.1	39.9	43.46
30.25	31.95	31.	34.6	35.5	35.	35.7	34.15	26.85
27.6	29.3	29.58	32.35	33.65	30.15	33.07	28.88	21.96
19.65	20.55	22.45	10.08	17.18	16.25	26.75	25.58	22.98
18.43	18.35	20.18	9.15	14.95	14.28	24.48	21.53	20.93
14.25	14.25	14.	14.	14.	13.65	14.	14.	14.
13.5	14.05	13.62	13.53	13.28	12.98	12.95	12.5	13.58
14.	12.5	14.	13.	13.	13.	12.	12.	12.
12.75	10.75	13.45	12.18	12.8	12.58	9.18	9.23	10.86
4.25	5.	5.	8.	7.	7.	7.	8.	5.
4.25	4.73	4.6	6.83	6.65	6.75	6.4	6.08	4.54

ORGANIZATION OF SCHOOL COMMITTEE
FOR 1885-86.

Varnum Lincoln, Chairman.	Term expires, 1886.
E. Francis Holt, Secretary.	Term expires, 1887.
Felix G. Haynes, Auditor.	Term expires, 1888.

Sub-Committee on :

Central Grammar, South Centre, and Village Schools,
Varnum Lincoln.

Phillips, Holt, Scotland, and Vale Schools, Felix G.
Haynes.

Frye, West Centre, Osgood, Bailey, Abbott, and North
Schools, E. Francis Holt.

STATEMENT

OF THE

TRUSTEES OF THE PUNCHARD FREE SCHOOL.

STATEMENT.

TERMS.

SUMMER TERM, from March 26, 1884, to June 14, 1884.

AUTUMN TERM, from September 3, 1884, to November 25, 1884.

WINTER TERM, from December 3, 1884, to March 10, 1885.

SCHOOL STATISTICS.

	Summer Term.	Autumn Term.	Winter Term.
Length of School, in days,	59	59	62
Average membership,	70	73	70
Average attendance,	69	71.8	67.5

Items furnished for State Annual Report from April 1884, to April 1885 :

1. Length of School, 9 months.
2. Number of different pupils attending the School during the year, 92
3. Number of different pupils not enrolled in some other school
in town attending during the year, 73
4. Of the latter number over 15 years of age, 73
5. The number between 8 and 14, 0
6. Average membership for the year, 71
7. Average attendance for the year, 69.43

ROLL OF HONOR.

Pupils who have received perfect marks in deportment, and have not been absent, tardy, or dismissed.

SUMMER TERM.— Annie M. Barry, Fred. S. Boutwell, Emma E. Gould, Annie D. Holt, Mabel F. Smith, Carrie L. Stott, Clara J. Baldwin, Nellie W. Battles, Jennie S. Abbott, Emma L. Cole, Sarah A. Fortis, Agnes C. Morrison, Harry H. Noyes, S. Agnes Abbott, Arthur T. Boutwell, Jessie M. Campbell, Alice M. Gage, Elsie L. Gilbert, Nora J. Murphy, Mabel Paradise, Addie F. Perkins, Lucy A. Roach, Marion L. Stott.

AUTUMN TERM.— Anna B. Abbott, Clara J. Baldwin, Nellie W. Battles, Cora F. Mayer, Edith A. McLawlin, Jennie S. Abbott, Jennie Birnie, Louise B. Burnham, Emma L. Cole, George M. Dean, Sarah A. Fortis, Agnes C. Morrison, Harry H. Noyes, S. Agnes Abbott, Alice M. Gage,

Elsie L. Gilbert, Ida J. Holt, Mary F. Mason, Nora J. Murphy, Bessie M. Walker, Lucy A. Roach, Clara L. Carruth, Annie M. Bailey, May Belle Hardy, Grace A. Langlands, Maggie E. Murphy, Annabel Richardson, Addie L. Wardwell.

WINTER TERM. — Clara J. Baldwin, Nellie W. Battles, Cora F. Mayer, Edith A. McLawlin, Jennie S. Abbott, Emma L. Cole, George M. Dean, Alice M. Gage, Ida J. Holt, Mary F. Mason, Bessie M. Walker, Clara L. Carruth, Annie M. Bailey, Charles A. Bodwell, Grace A. Langlands, Maggie E. Murphy, Ethel L. Warren, A. Jo ephine Beard.

THE FIRST TWENTY-FOUR.

SUMMER TERM.

1. Mary F. Mason,	2493.	14. Anna B. Abbott,	2422.
2. Emma L. Cole,	2480.	15. Arthur T. Boutwell,	2407.
3, 4. Nellie W. Battles,	2479.	16. Carrie L. Stott,	2403.
3, 4. Prosser H. Frye,	2479.	17. Addie F. Perkins,	2400.
5. Alice M. Gage,	2472.	18. Clara J. Baldwin,	2392.
6. Dora L. Mason,	2469.	19. Louise B. Burnham,	2388.
7. Mabel F. Smith,	2460.	20. Jennie S. Abbott,	2387.
8. Edith A. McLawlin,	2456.	21. Agnes C. Morrison,	2363.
9. Annie B. Flint,	2437.	22. Emma E. Gould,	2362.
10. Mabel Paradise,	2436.	23. Annie D. Holt,	2331.
11. Elsie L. Gilbert,	2434.	24, 25. Charles H. Cullinane,	2328.
12, 13. Fred. S. Boutwell,	2423.	24, 25. George M. Dean,	2328.
12, 13. J. Ralph Farnum,	2423.		

Maximum, 2500. To obtain the per cent of a scholar, divide the number opposite the name by 25.

AUTUMN TERM.

1. Nellie W. Battles,	2564.	13. George M. Dean,	2477.
2. Edith A. McLawlin,	2560.	14. Mary M. Poor,	2470.
3. Mary F. Mason,	2557.	15. Addie F. Perkins,	2468.
4. Alice M. Gage,	2549.	16. John J. Driscoll,	2459.
5, 6. Clara J. Baldwin,	2540.	17. Mabel Paradise,	2452.
5, 6. Emma L. Cole,	2540.	18. May Belle Hardy,	2438.
7. Ethel L. Warren,	2539.	19. Harry B. Lowe,	2434.
8. Louise B. Burnham,	2515.	20. Annie M. Bailey,	2427.
9. John W. Meldrum,	2508.	21. Agnes C. Morrison,	2420.
10. Anna B. Abbott,	2491.	22. Elsie L. Gilbert,	2415.
11. Jennie S. Abbott,	2487.	23. Grace A. Langlands,	2413.
12. Fanny Bancroft,	2479.	24. Maggie E. Murphy,	2410.

Maximum, 2580. To obtain the per cent of a scholar, divide the number opposite the name by 25.8.

WINTER TERM.

1. Emma L. Cole,	2667.	13. Mabel Paradise,	2590.
2. Mary F. Mason,	2665.	14. Elsie L. Gilbert,	2581.
3. Alice M. Gage,	2655.	15. Lucy A. Roach,	2558.
4. George M. Dean,	2651.	16, 17. Anna B. Abbott,	2535.
5. May Belle Hardy,	2649.	16, 17. Addie F. Perkins,	2535.
6. Nellie W. Battles,	2644.	18. Bessie M. Walker,	2511.
7. Ethel L. Warren,	2643.	19. Annie M. Bailey,	2509.
8. Clara J. Baldwin,	2630.	20. Sarah A. Fortis,	2508.
9, 10. Fanny Bancroft,	2614.	21. Agnes C. Morrison,	2493.
9, 10. Edith A. McLawlin,	2614.	22. John J. Driscoll,	2492.
11. Jennie S. Abbott,	2609.	23. Harry H. Noyes,	2491.
12. Louise B. Burnham,	2600.	24. Cora F. Mayer,	2486.

Maximum, 2700. To obtain the per cent of a scholar, divide the number opposite the name by 27.

COURSE OF STUDY.

FIRST YEAR.

FIRST TERM. — Algebra, English Language, Latin.

SECOND TERM. — Algebra, English Language, Latin.

THIRD TERM. — Algebra, History, Latin.

SECOND YEAR.

FIRST TERM. — Geometry, History, Caesar.

SECOND TERM. — Geometry, History, Caesar.

THIRD TERM. — Geometry, Botany, Caesar.

THIRD YEAR.

FIRST TERM. — Trigonometry, Natural Philosophy, Virgil.

SECOND TERM. — Rhetoric, Natural Philosophy, Virgil.

THIRD TERM. — English Literature, Chemistry, French.

SENIOR YEAR.

FIRST TERM. — English Literature, Chemistry, French.

SECOND TERM. — Astronomy, French, Review of English Grammar, and Modern Geography.

THIRD TERM. — Physiology, French, Review of Mathematics.

GENERAL EXERCISES.

Book-Keeping, Elocution, Composition, Drawing, and Vocal Music.

The Trustees voted, That the petition of certain citizens of the Town for a change in the course of studies pursued in the School be left to the Visiting Committee to report at a future meeting.

JOHN J. BLAIR,
SAM'L H. BOUTWELL,
VISITING COMMITTEE.

ORGANIZATION OF TRUSTEES OF PUNCHARD
FREE SCHOOL FOR 1885-86.

President, REV. JOHN J. BLAIR.

Visiting Committee :

Rev. John J. Blair,
Rev. Leverett Bradley,
George H. Poor.

Prudential Committee :

Moses Foster,
George Gould,
Samuel H. Boutwell.

Auditing Committee :

George Gould,
Edward Taylor.





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